



Marymount
Manhattan
College

2018-2019 Full Time Faculty Handbook January 2019 Update

**HUMANITIES AND
SOCIAL SCIENCES**



**FINE AND
PERFORMING ARTS**



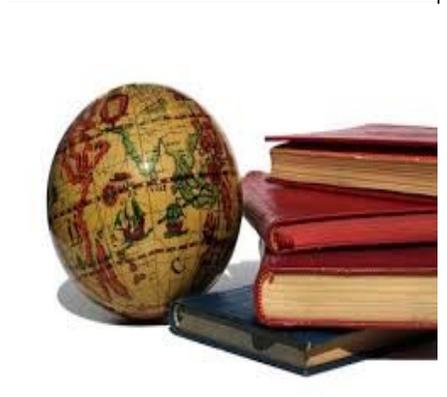
**ACADEMIC
Divisions**



SCIENCES



**COMMUNICATION
AND
MEDIA ARTS**



BUSINESS



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**2018-2019 Full-Time Faculty Handbook
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Table of Contents

Section	Name	Page
I.	History and Mission	1
II.	Organizational Structure	4
III.	Academic Structure	11
IV.	Curriculum Planning and Student Learning Assessment	12
V.	Academic Policies	26
VI.	MMC Procedures for Faculty	47
VII.	College Resources and Facilities	60
VIII.	College Policies	76

SECTION I. HISTORY AND MISSION

History of Marymount Manhattan College

<https://www.mmm.edu/staff/staff-handbook.php#history>

Marymount Manhattan College is one of six colleges founded in the United States by the Religious of the Sacred Heart of Mary, an organization dedicated to providing educational access and excellence at the undergraduate level. The College was originally established in 1936 as the city campus of Marymount College in Tarrytown, New York. In 1961, the College was independently chartered by the Board of Regents of the State of New York and separately incorporated as Marymount Manhattan College.

Throughout the history of the College, students have majored in a variety of academic disciplines under the guidance of faculty who have demanded rigorous standards and who have strongly encouraged the development of responsible and thoughtful citizens.

In recent years the College has attracted a larger and more diverse student body, and as a result has developed a range of innovative program offerings. Since becoming an independent college in 1961, Marymount Manhattan has opened its classrooms to and shared its resources with students of all ages and extended its campus on site and in outreach to the larger community.

As a small college located in the heart of New York City, Marymount Manhattan achieved robust institutional growth during the 1990s. In this decade enrollment grew by leaps and bounds. As a result, new programs were launched, new faculty was hired, and existing programs were strengthened. High-tech facilities were constructed in the theatre, dance, biology, and communication arts areas, and the campus became computer networked.

In 2001, the College opened a major residence building on East 55th Street that accommodates 500 students and completed a major renovation of the Shanahan Library. The Ruth Smadbeck Center for Communication and Learning was relocated, and the Center for Student Services was created in 2003. State of the art technology enhanced classrooms were added in 2005 and 2007. In September 2008, the College opened the Lowerre Family Terrace, a rooftop garden atop the roof of the Theresa Lang Theatre. This park-like space offers students and all members of the community an outdoor oasis removed from the bustle of city life below. The student commons opened in September 2009, along with refurbished facilities for dining, and a new rehearsal space for dance students. In July 2013, the College opened the Faculty House just a few doors away from the 71st Street entrance, to provide comfortable space for 27 faculty members. Finally, in September 2015, the College added a second Residence Hall, for 270 students, at Cooper Square in the East Village. Despite the structural changes, the most remarkable feature of the College remains its social and cultural diversity, along with the shared commitment of faculty, staff, and students to the educational goals and mission of the institution.

Mission Statement

<https://www.mmm.edu/staff/staff-handbook.php#Mission>

Marymount Manhattan College is an urban, independent liberal arts college. The mission of the College is to educate a socially and economically diverse population by fostering intellectual achievement, career development, and personal growth.

Inherent in this mission is the intent to develop an awareness of social, political, cultural, and ethical issues, in the belief that this awareness will lead to concern for, participation in, and improvement of society.

To accomplish this mission, the College offers a vigorous academic program in the arts and sciences for students of all ages, giving consideration to the individual. Marymount Manhattan College also seeks to be a resource and learning center for the metropolitan community.

Liberal Learning at Marymount Manhattan College

Marymount Manhattan College endorses the Statement on Liberal Learning prepared by the Association of American Colleges and Universities, which describes a liberal education as

“one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture, and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.”

As a college located in the heart of New York City, Marymount Manhattan College seeks to promote the intellectual, artistic, ethical, and social development of each student through a curriculum that emphasizes the connections among the arts and sciences, and through the exploration of these connections on our campus in New York City.

As a student-centered college, MMC seeks to graduate individuals who are thoughtful, articulate, and curious. The College promotes intellectual, artistic, and scientific achievement, critical thinking, civic engagement, and personal growth. Through its faculty, course offerings, co-curricular activities, and special events, the College fosters a capacity for lifelong learning that is the hallmark of the liberal arts. MMC graduates are given the tools to adapt their knowledge, skills, and sense of responsibility to new settings and challenges. They can communicate effectively, as well as express themselves creatively. They are able to make the connections between human nature and values, the physical world, societies and the histories and structures of particular civilizations, the literary arts, and the fine and performing arts. Marymount Manhattan College remains committed to the values of liberal learning and academic freedom, and the principles of intellectual, scientific, and creative inquiry.

MMC believes that a liberal education, with its characteristic emphasis on critical thinking, written and oral communication, historical awareness, and creative expression, best prepares students for the twenty-first century.

Accreditation

Marymount Manhattan College, a four-year college of post-secondary education, is accredited by the Middle States Commission on Higher Education, the regional accrediting body of the Middle States Association. The Board of regents of the University of the State of New York independently chartered MMC to grant degrees.

The College is a member of numerous organizations concerned with the advancement of higher education, including the American Council on Education, the Association of American Colleges and Universities, The Council of Colleges of Arts and Sciences, Council of Independent Colleges, Hispanic Association of Colleges and Universities, the Association of Governing Boards of Universities and Colleges, the National Association of Independent Colleges and Universities, and Faculty Resource Network at New York University, and the College Board.

The College Seal

<https://www.mmm.edu/staff/staff-handbook.php#Seal>

With the granting of the absolute charter to Marymount Manhattan College on February 24, 1961, a new coat of arms and college seal were commissioned based on the original seal of Marymount College, in Tarrytown, New York. The center portion of the seal is the coat of arms, which is divided by a diagonal band of thirteen stripes of alternating red and white, indicating that the college is a foundation of the Religious of the Sacred Heart of Mary in the United States. Above this band, a flaming heart is surrounded by roses and pierced with a sword – the emblem of the Religious of the Sacred Heart of Mary. The three fleurs-de-lis below the band commemorate the French origin of the Religious founded in Beziers, France in 1848. Two beavers, derived from the seal of New York City, face the Latin Cross of Botonny, which is the emblem of the Catholic faith. The star Rayonnant, surmounting the cross, symbolizes the Blessed Virgin, who is the patroness of the College. The Griffin, on the left, is the heraldic symbol of agility and eternal vigilance. The Lion Rampant, on the right, signifies strength. The College Motto, “Tua Luce Dirige” (“Direct Us By Thy Light”), is displayed in the banner across the lower portion of the seal. The College’s Latin name, Collegium Mariamontis Manhattanensis surrounds the seal.

The College Mascot

<https://www.mmm.edu/staff/staff-handbook.php#Mascot>

The College’s mascot, the Griffin, is the heraldic symbol of agility and eternal vigilance. The Griffin is pictured on the seal of the College and is the name of the College’s yearbook.

The College Motto

<https://www.mmm.edu/staff/staff-handbook.php#Motto>

“Tua Luce Dirige” translated from Latin means “Direct Us By Thy Light.”

SECTION II. ORGANIZATIONAL STRUCTURE

Administration

Board of Trustees

The Board of Trustees is responsible for the development of the College and the maintenance of conditions that contribute to the welfare of students and the effectiveness of the faculty and administration. The Board establishes the policies of the College, works to support its academic achievements, oversees its finances, authorizes and supervises the expansion of programs, consults with and advises the President of the College, and, when necessary, acts as a final court of appeals in decisions involving the dismissal of members of the faculty or student body.

The Board is responsible for making all final decisions concerning faculty promotion and tenure, acting in consultation with the President of the College and based upon the recommendation of the Vice President for Academic Affairs/Dean of the Faculty and the Committee on Promotion and Tenure. Trustees are selected based on their interest in the College, their areas of expertise, and their commitment to participating on the Board to enable the College to fulfill its purpose and mission.

The President of the College

The chief administrative officer of the College is the President, who is responsible to the Board of Trustees for the overall management of the College. The President also serves as a member of the Board of Trustees.

The President's major responsibilities include the following: making faculty appointments and setting faculty duties; preparing annual budgets; signing and delivering diplomas for academic and honorary degrees; establishing individual salaries based on a salary scale agreed on by the Board of Trustees and have the final authority on internal affairs of the College.

Vice Presidents

On the recommendation of the President, the Board of Trustees may appoint one or more Vice Presidents to supervise the respective administrative divisions of the College. At present, there are Vice Presidents for Academic Affairs, Finance and Administration, Student Affairs, College Relations and Advancement, and Institutional Research.

The Academic Dean

The Vice President for Academic Affairs (VPAA) and Dean of the Faculty is responsible to the President for the development and administration of the College's academic programs and is the chief academic officer of the College. The Academic Dean promotes the intellectual development of faculty and students; reviews current and future faculty needs; facilitates academic fund-raising efforts; submits recommendations to the President for the employment, promotion or dismissal of faculty members; and ensures that all rules affecting the fulfillment of academic requirements are carried out. The work of the VPAA is supported by several Deans and administrative Directors.

The Division Chair

The Division Chair oversees the academic programs and activities within the division and reports to the Vice President for Academic Affairs and Dean of the Faculty. In consultation with the faculty, the Vice President for Academic Affairs recommends the appointment of a Division Chair to the President. In most cases, Division Chairs will be full-time tenured faculty members and typically will be appointed for a period of three years. Chairs may be reappointed by the President after appropriate consultation with the Vice President for Academic Affairs and the divisional faculty. Division Chairs receive a 2-course release during each of the fall and spring semesters and receive a \$4,000 stipend for the summer.

The Department Chair

A Department Chair, who collaborates with the Division Chair, is appointed to manage programs of study that support a major and result in the awarding of a degree. In consultation with the faculty, the Division Chair recommends the appointment of a Department Chair to the Vice President for Academic Affairs and Dean of the Faculty for a term that serves the needs of the department. Department Chairs may be reappointed by the VPAA and Dean of the Faculty after appropriate consultation with the Division Chair and faculty.

The Program Coordinator

Programs that support coursework leading to the completion of a minor or the completion of requirements in the general education curriculum are managed by a Program Coordinator who collaborates with the Division Chair. In consultation with the faculty and the VPAA and Dean of the Faculty, the Division Chair appoints the Program Coordinator for a term that serves the department/program. Program Coordinators may be reappointed by the Division Chair after appropriate consultation with the faculty and the VPAA and Dean of the Faculty.

Officers of the Faculty Council

(Article II of the College By-Laws)

Link: <http://www.mmm.edu/offices/academic-affairs/by-laws.php>

See Appendix E for a complete description of the duties of each of the officers of the Faculty Council,

Duties and Responsibilities of the Division Chair

Administration

1. Works closely with the VPAA and Dean of the Faculty and Associate Dean for Academic Affairs to implement the strategic plan of the college.
2. Seeks out opinions and strives for consensus among divisional faculty to arrive at a representative voice.
3. Communicates to divisional faculty the work of the Academic Policy Committee and represents the voice of divisional faculty at Academic Policy Committee meetings.
4. Coordinates the work of various Department Chairs, Program Coordinators and other administrative positions within the division.
5. Supervises the division office and the staff including the work-study students.
6. Prepares agenda for and presides over all divisional meetings. Forwards the minutes of all divisional meetings to the VPAA and Dean of the Faculty and the faculty of the division.

7. Manages the faculty advisement process in the division including faculty advisement assignments; orients faculty members to the advisement process, and when needed, resolves advisement/graduation problems in conjunction with Dean of Academic Advisement and the Registrar.
8. Recruits appropriate faculty for review of students' Prior Learning Assessment student applications.
9. Prepares, in consultation with the divisional faculty, recommendations for the revision of departmental objectives, academic programs and course descriptions for the catalogue, in harmony with the mission/strategic plan.
10. Maintains and reviews all appropriate records of the division, including collection and review of syllabi for all divisional courses.
11. Mediates student and faculty complaints as appropriate.
12. Attends selected events as divisional representative (e.g., open houses, new faculty reception, graduation; Honors events; reception for accepted students).
13. Collaborates with the Office of College Relations to promote the reputation of the division on and off campus.
14. Oversees and coordinates the Department Chair's oversight of relationships between the division and external organizations (e.g., accrediting organizations, consortia programs, articulation agreements, and professional organizations).
15. Approves the content of divisional promotional materials.
16. Serves as a member of the Academic Policy Committee and the Enrollment Management Committee.
17. Serves as liaison with other divisions and support units.
18. Collaborates with student affairs on the administration of student organizations.

Curriculum

1. Encourages and guides the development and improvement of the divisional curriculum in collaboration with departmental faculty on an ongoing basis.
2. Recommends divisional curricular proposals to the Curriculum Committee.
3. Coordinates program review and outcomes assessment for academic programs within the division.
4. Provides leadership in the development and implementation of learning goals and measures of outcomes assessment for academic programs within the division.
5. Prepares the schedule of courses in collaboration with Department Chairs and Program Coordinators in relation to student need, budget and curriculum integrity.
6. Develops a two-year course cycle in collaboration with program directors to facilitate student planning and ensure timely graduation of students.
7. Reviews and approves student requests for course substitutions, transfer credit, internships, independent study, course exemptions, study abroad, and permission to take courses at other institutions.
8. Consults with the faculty and librarian regarding acquisition of books and media for various program areas within the division.

Faculty and Staff

1. Encourages and recognizes faculty performance by fostering good teaching, scholarly writing and creative activity, professional development and service to the division and college.

2. Observes the work of faculty members within the division, especially of probationary faculty, and assists them in promoting the objectives of the College.
3. Evaluates tenure-track full-time faculty in consultation with Department Chairs and other appropriate faculty and makes recommendations to the Vice President for Academic Affairs and Dean of the Faculty for retention or dismissal (e.g., annual teaching observations; annual faculty review; Committee on Promotion and Tenure letter).
4. Recruits senior faculty to serve as mentors to tenure-track faculty members.
5. Makes recommendation to the Vice President for Academic Affairs and Dean of the Faculty on tenure, promotion, reappointment, faculty development grants, course releases, Sokol grants, leaves and fellowships, and administrative assignments.
6. Proposes the need for new faculty or staff members to the Vice President for Academic Affairs and Dean of the Faculty in September.
7. Oversees search committees for new full-time faculty and staff searches within the division.
8. Maintains a divisional file of office correspondence and evaluation documents for full-time faculty and staff.
9. Hires and orients part-time faculty in collaboration with full time faculty and the Vice President for Academic Affairs and Dean of the Faculty.
10. Oversees orientation of part-time faculty in collaboration with Department Chair, and Program Coordinator, faculty and Associate Dean.
11. Guides a process of evaluation of part-time faculty.
12. Supervises divisional support staff including selection, scheduling and evaluation.

Budget, Planning and Other

1. Manages division budgets with assistance from program directors and the Assistant Vice President for Academic Administration.
2. Makes operational and capital budget requests and recommends strategic initiatives for the coming year.
3. Provides oversight of facilities and equipment in the division. Participates in planning of short-term and long-term use of space.
4. Consults with the Assistant Vice President for Assistant Vice President for Academic Administration and the Business Office on issues of insurance, space contracts, payroll, and off-campus activities.

Selection of Division Chairs

Division Chairs serve as the primary representative of the academic programs within the division and report to the Vice President for Academic Affairs and Dean of the Faculty. In consultation with the faculty, the Vice President for Academic Affairs recommends the appointment of the Division Chair to the President. In most cases, Division Chairs will be tenured and will be appointed for a period of three years. Chairs may be reappointed by the President with appropriate consultation from the Vice President for Academic Affairs and the faculty following the selection procedures outlined below. Newly appointed Division Chairs will normally begin on a part-time basis the first day of the Summer I term. The term for outgoing chairs will normally end the last day of the Summer II term.

Selection Procedures

1. At the November divisional meeting prior to the start of a new term, tenure-track and tenured faculty members will be provided with a list of the duties and responsibilities of a Division Chair and the policy and procedures for the selection of a Division Chair will be reviewed.
2. At the December, divisional meeting faculty interested in serving as Division Chair will be identified and forwarded to the Dean.
3. During the time period between the December and February divisional meetings, faculty members and the Dean shall have an opportunity to meet individually with candidates for the position of Division Chair.
4. At the February, divisional meeting the Dean will consult with tenure-track and tenured faculty members of the division with regard to the next Division Chair. Candidates for Division Chair will be excused from the meeting. At the meeting, the divisional faculty will make their recommendation to the Dean.
5. No later than March 1 the Dean shall submit a recommendation for Division Chair to the President.
6. No later than March 15 the President shall appoint the Division Chair for a specified term.

Duties and Responsibilities of Department Chair

1. Works closely with the Division Chair to implement the strategic plan for the division.
2. Prepares agendas for and presides over departmental meetings. Forwards the minutes of departmental meetings to the Division Chair.
3. Prepares schedule of courses for all sessions in relation to student need and curriculum integrity and recommends them to the Division Chair.
4. Prepares, in consultation with the departmental faculty, recommendations for the revision of departmental objectives, academic programs and course descriptions for the catalogue.
5. Works with the Division Chair in interviewing, orienting and mentoring adjunct faculty members for the department.
6. Encourages the development and improvement of the departmental curriculum in collaboration with faculty on an ongoing basis and its effect on student learning.
7. Works with the Division Chair in the supervision of full-time faculty searches within the department.
8. Oversees relationship between division and external organizations (e.g., accrediting organizations, consortia programs, articulation agreements, and professional organizations).
9. Recommends to the Division Chair the content of promotional departmental materials.
10. Assists and advises the Division Student Recruiter.
11. Attends selected events as departmental representative (e.g., open houses, receptions for honors students, receptions for accepted students).
12. Advises the Division Chair as to the budget, faculty, and facilities and equipment in the department. Participates in planning of short-term and long-term use of space.
13. Mediates student and faculty complaints as appropriate.
14. Reviews the course evaluations for adjunct faculty within the department.

Selection of Department Chairs

Department Chairs serve as the primary representative of the academic department and collaborate with the Division Chair. In consultation with the faculty, the Division Chair recommends the appointment of the Department Chair to the VPAA/Dean, normally for a three-year term. The Department Chair may be reappointed by the VPAA/Dean after appropriate consultation with the Division Chair and the department faculty.

Duties and Responsibilities of Program Coordinator

1. Works closely with the Division Chair to implement the strategic plan for the division.
2. Prepares agendas for and presides over department/program meetings. Forwards the minutes of department/program meetings to the Division Chair.
3. Prepares schedule of courses for all sessions in relation to student need and curriculum integrity and recommends them to the Division Chair.
4. Prepares, in consultation with the department/program, faculty recommendations for the revision of departmental objectives, academic programs and course descriptions for the catalogue.
5. Works with the Division Chair in interviewing, orienting and mentoring adjunct faculty members for the department/program.
6. Encourages the development and improvement of the department/program curriculum in collaboration with faculty on an ongoing basis and its effect on student learning.
7. Works with the Division Chair in the supervision of full-time faculty searches within the department/program.
8. Oversees relationship between division and external organizations (e.g., accrediting organizations, consortia programs, articulation agreements, and professional organizations).
9. Recommends to the Division Chair the content of promotional department/program materials.
10. Assists and advises the Division Student Recruiter.
11. Attends selected events as department/program representative (e.g., open houses, receptions for honors students, receptions for accepted students).
12. Advises the Division Chair as to the budget, faculty, and facilities and equipment in the department/program. Participates in planning of short-term and long-term use of space.
13. Mediates student and faculty complaints as appropriate.
14. Reviews the course evaluations for adjunct faculty within the department/program.

Selection of Program Coordinators

Program Coordinators serve as the primary representative of the academic program and collaborate with the Division Chair. In consultation with the faculty, the Division Chair recommends the appointment of the Program Coordinator to the VPAA/Dean, normally for a

three-year term. The Program Coordinator may be reappointed by the VPAA/Dean after appropriate consultation with the Division Chair and the department faculty.

(See Appendix A -Marymount Manhattan College and Academic Affairs Organizational Charts)

SECTION III: ACADEMIC STRUCTURE

Chairs and Program Coordinators

Business

Business Division Chair, Vandana Rao

- Business, Department Chair, Andrea Tsentides

Communication and Media Arts

Communication and Media Arts, Division Chair, Peter Schaefer

- Communication and Media Arts, Department Chair, Jennifer Dixon

Fine and Performing Arts

Fine and Performing Arts, Division Chair, David Mold

- Art, Department Chair, Beth Shipley
- Dance, Department Chair, Katie Langan
- Theatre, Department Chair, Mary Fleischer
- Theatre, Assistant Chair, Kevin Connell

Humanities and Social Sciences

Humanities and Social Sciences, Division Chair, Bradley Herling

- English and World Languages, Department Chair, Jennifer Brown
- Philosophy and Religious Studies, Department Chair, Carrie-Ann Biondi
- International Studies, Department Chair, Andreas Hernandez
- Interdisciplinary Studies, Coordinator, Brad Herling
- Politics and Human Rights: Jessica Blatt
- Academic Writing Program, Director, Diana Epelbaum

Sciences

- Sciences, Division Chair, Ken Ching
- Communication Sciences and Disorders, Department Chair, Ann Jablon
- Mathematics Department Chair, Steven Wat
- Natural Sciences, Department Chair, Benedetta Sampoli-Benitez
- Psychology, Department Chair, Linda Solomon

(See Appendix A: Academic Affairs Organization Chart)

SECTION IV: CURRICULUM PLANNING AND STUDENT LEARNING ASSESSMENT

Curriculum Planning

Faculty members are encouraged to work with their departments, division and college in the planning, maintenance, revision and creation of academic curricula. It is through such dynamic, faculty-centered development that Marymount Manhattan College can continue to offer engaging courses that drive and represent our dedication to a liberal education.

To assist in the process of curriculum development there are several forms available to the faculty. Each form is applicable to a specific type of curricular development needed. All forms may be found in the Appendix of this handbook. Additional questions regarding curriculum development may be directed to the members of the Curriculum Committee.

(See Appendix: E Curriculum Committee Documents for all Curricula Committee Materials Forms)

Student Learning Assessment

In addition to assigning grades for assessment of learning in individual courses, faculty engage in assessment of student learning at the program level. Doing so enables faculty to assess whether students are in fact achieving the learning goals of their respective majors/programs. Measuring student learning at the program level also enables faculty to determine what areas of the curriculum might be altered to improve student learning. Further, student learning assessment is required to maintain accreditation by the Middle States Commission on Higher Education which requires that student learning assessment be conducted at the program and institutional level. A variety of assessment measures including homework, papers, exams, presentations, projects, and performances measure the level of mastery of these goals for each student.

At the program level, student-centered learning goals have been generated by the faculty to articulate what graduates of these programs should be able to do as a result of completing the program. Direct and indirect assessment methods are designed by the faculty in each department and implemented to measure the level of student achievement of the program goals. Typically, program assessment takes place within the capstone course; however, faculty may wish to conduct program assessment earlier, at various points of program completion.

Assessment of student learning in the general education curriculum also occurs. Each general education requirement (writing, mathematics, disciplinary studies, and interdisciplinary perspectives) has an assessment program that helps faculty understand the strengths and weaknesses of the curriculum and of pedagogy.

Also at the institutional level, periodically a sample of first year and senior year students is asked to complete the National Survey of Student Engagement (NSSE). The NSSE asks students to indicate the degree to which they are engaged in various kinds of classroom and extracurricular activities. Established research into student learning shows that student engagement in classroom and extracurricular activities increases the likelihood that students will persist and succeed in their higher education endeavors. The College uses these and other data to assess students' academic success.

There are various other assessments at the institutional level. Routinely, data on graduation rates and retention rates are collected and analyzed. When the data indicate a downward trend, then further research is conducted. For example, the exit survey completed by students who are leaving MMC without finishing a degree program has been redesigned to determine more specifically why students are not being retained.

Ideally, faculty and students should be familiar with the learning goals for their majors/programs. The learning goals for the majors/programs are listed below:

(See Appendix B: Information for Student Syllabus)

Learning Goals (General Education)

Disciplinary Studies	Learning Goal
Studies in Creative Expression	<ol style="list-style-type: none"> 1. Students will engage as informed observers or active participants in the visual, spatial, performing or creative arts. 2. Students will describe processes by which works of art, media, performance and creative writing are created individually and collaboratively. 3. Students will demonstrate critical listening, reading, seeing and writing skills, and the ability to articulate aesthetic responses.
Studies in Literature and Language	<ol style="list-style-type: none"> 1. Students will articulate their understanding of the role language plays as a system of communication and as 2. Marker of cultural expression and identity. 3. Students will produce formal analyses of how oral or written language reflects the sociohistorical conditions that produce it. 4. Students will apply a variety of theoretical frameworks to their analysis of written and oral language
Studies in Natural Science and Math	<ol style="list-style-type: none"> 1. Students will demonstrate higher-level critical thinking and quantitative reasoning skills. 2. Students will integrate and apply principles of the natural sciences and mathematics. 3. Students will demonstrate comprehension and will communicate scientific or mathematical knowledge.
Studies in Psychology, Philosophy and Religious Studies	<ol style="list-style-type: none"> 1. Students will identify, describe, and explain key terms, concepts, and distinctions central to the discipline of psychology, philosophy, or religious studies. 2. Students will reconstruct and explain (in speaking and writing) various arguments concerning the foundations and applications of theories of human nature, knowledge, and/or value. 3. Students will critically evaluate (in speaking and writing)
Studies in Social Science, Business and History	<ol style="list-style-type: none"> 1. 2. Students will critically consume discipline-specific knowledge in social science, business, or history. 3. Students will discriminate between a variety of research methods, and demonstrate an understanding of their advantages and limitations. 4. Students will identify the economic, historical, political or social factors shaping the procedures, practices, and policies of collective existence.

Studies in Social Science, Business and History	<ol style="list-style-type: none"> 5. 6. Students will critically consume discipline-specific knowledge in social science, business, or history. 7. Students will discriminate between a variety of research methods, and demonstrate an understanding of their advantages and limitations. 8. Students will identify the economic, historical, political or social factors shaping the procedures, practices, and policies of collective existence.
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Perspective	Learning Goals
Cultural Perspectives	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the ways through which culture is produced. 2. Students will demonstrate knowledge of how people participate in and are influenced by individual, group, and social action. 3. Students will recognize their contribution to the production, consumption, and reproduction of culture.
Ethical Perspectives	<ol style="list-style-type: none"> 1. Students will identify ethical issues and controversies in various contexts. 2. Students will analyze and articulate multiple perspectives on ethical issues. 3. Students will construct arguments that are grounded in ethical and other analytical or scholarly perspectives in support of their own judgments
International Perspectives	<ol style="list-style-type: none"> 1. Students will demonstrate a comparative understanding of communities outside the United States. 2. Students will identify and evaluate contemporary or historical issues from global perspectives. 3. Students will demonstrate an awareness of international communities and perspectives to encourage engagement with the world and its citizens
Natural Science Perspectives	<ol style="list-style-type: none"> 1. Students will articulate and recognize the contribution of scientific developments to human endeavors. 2. Students will demonstrate an understanding of the scientific method as it applies to the natural and physical world. 3. Students will identify the relevant key aspects of the evolution of scientific thought. 4. Students will gain experience working with empirical data.
U.S. Perspectives	<ol style="list-style-type: none"> 1. Students will identify and analyze issues central to the United States experience. 2. Students will articulate and analyze the plurality of experiences in the United States. 3. Students will demonstrate an understanding of the impact of diversity on the United States experience.

Learning Goals (Majors/Programs)

[The learning goals of general education categories can be found in the College Catalogue.]

Department	Learning Goals
Art	<p>Upon completing the major in art, students will be able to:</p> <ol style="list-style-type: none"> 1. Exhibit conceptual and technical skills in a chosen art or • Articulate aesthetic responses through critical observation, reading, design medium. writing and oral presentation. 2. Demonstrate scope and depth of knowledge in art historical and • Develop an individual artistic and/or design vision necessary to aesthetic practices. advance studies and/or enter careers in the visual arts
Biology	<p>After completing the major in biology, students will be able to:</p>

	<ol style="list-style-type: none"> 1. Demonstrate knowledge of biology, chemistry, physics and mathematics 2. Demonstrate understanding of natural sciences from both a contemporary and historical perspective 3. Demonstrate enhanced critical thinking skills 4. Integrate and apply scientific information 5. Utilize research strategies to address scientific questions. 6. Effectively communicate scientific principles orally and in writing. 7. Actively participate in the scientific community. 8. Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs.
<p>Business Management</p>	<p>After completing the business management major, a student will be able to:</p> <p><u>B.S</u></p> <ol style="list-style-type: none"> 1. Goal 1: Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies. 2. Goal 2: Critical Thinking: Interpret situations and apply appropriate methods to solve business problems. 3. Goal 3: Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively. 4. Goal 4: Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making. 5. Goal 5: Communication skills: Demonstrate competency in writing and speaking professionally. 6. Goal 6: Ethics: Integrate ethical principles with business processes. 7. Goal: 7: Quantitative skills: Demonstrate skills in utilizing quantitative concepts, data and models to analyze business. <p>B.A</p> <ol style="list-style-type: none"> 1. Goal 1: Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies. 2. Goal 2: Critical Thinking: Interpret situations and apply appropriate methods to solve business problems. 3. Goal 3: Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively. 4. Goal 4: Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making. 5. Goal 5: Communication skills: Demonstrate competency in writing and speaking professionally. 6. Goal 6: Ethics: Integrate ethical principles with business processes.
<p>Communication Arts</p>	<p>COMMUNICATION AND MEDIA ARTS DIVISION GOALS</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of how communication affects individuals, society, and/or diverse public/professional groups. 2. Produce oral, written, or mediated communication that engages with culturally relevant and/or social justice issues. <p>GOALS FOR INDIVIDUAL MAJORS</p> <p>Communication Arts</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of how communication theory shapes individual, group, and/or organizational behavior. 2. Creatively analyze and criticize communication texts using appropriate vocabulary. <p>PR and Strategic Communication</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of how message design shapes the effectiveness of social practices at the interpersonal, group, organizational, and public levels. 2. Evaluate and employ communication theories to effectively respond to issues that require social action. <p>Cinema, Television, and Emerging Media</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of cinema, television, and/or emerging media aesthetics and forms. 2. Explain the relationship between media texts and industrial, technological,

	<p>and/or social forces.</p> <p>Digital Journalism</p> <ol style="list-style-type: none"> 1. Apply research, writing, and reporting skills through traditional as well as digital media to create informative, relevant, and original content. 2. Articulate the impact of new technologies on journalists in the 21st century. <p>Digital Media and Video Production</p> <ol style="list-style-type: none"> 1. Execute compelling projects using video, sound, and/or emerging media skills. 2. Demonstrate knowledge of cinema, television, and/or emerging media aesthetics and forms.
Dance	<p>Upon completing the major in dance, students will be able to:</p> <p>BFA/BA</p> <ol style="list-style-type: none"> 1. Demonstrate, in movement, writing, and speech, critical engagement with practices, theories and histories of dance. 2. Integrate creative, intellectual and physical approaches in the study of dance techniques, composition, production and performance, at a level commensurate to sustain and refine growth in the individual's area of concentration. 3. Practice discipline, reflection, communication, and collaborative skills commensurate with professional and post-graduate environments. 4. Apply sophisticated kinesthetic and physical awareness to work in the discipline and to associated fields of artistic and knowledge production. 5. Respond critically to choreographies and performances using integrated descriptive, analytical, interpretative, and evaluative skills. 6. Employ creative and intelligent approaches, such as tolerance for ambiguity, negotiation, and the development of alternative courses of action, in addressing challenges of collective and individual processes. 7. Propose strategies and techniques for arts advocacy and for the participation in the improvement of society through dance on a community, institutional and social level.

<p>English and World Literatures</p>	<p>The English & World Literatures major provides a platform on which students will:</p> <ol style="list-style-type: none"> 1. Analyze a variety of texts from world literature in several genres. 2. Analyze texts from world literature using a variety of critical methods and approaches. <p>In addition, those concentrating in Creative Writing will: Practice the fundamentals of writing poetry, fiction and creative non-fiction.</p> <ol style="list-style-type: none"> 1. Produce creative work that develops these foundational skills through advanced level study of fiction, poetry, or creative nonfiction. 2. Use these skills in analysis and revision of their own work. 3. Apply these skills in working with other students through the workshop model. 4. Create an undergraduate literary magazine from first receiving submissions to editing, layout and distribution. 5. Express their own tradecraft while examining the many contrasting views. <p>In addition, those concentrating in Literature will:</p> <ol style="list-style-type: none"> 1. Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation. 2. Write and present orally critical analyses of literary texts that frame them within a broader historical and cultural context. <p>In addition, those concentrating in Literature and Media will:</p> <ol style="list-style-type: none"> 1. Utilize a variety of research tools to interpret various media (cinema, television, and/or emerging media) into a larger critical conversation. 2. Write and present orally critical analyses of media (cinema, television, and/or emerging media) that frame them within a broader historical and cultural context.
<p>History*</p>	<p>Upon graduation, students will be able to:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the past gained through reading, writing, discussion and lectures; 2. Students will demonstrate understanding of their society in context of diverse time frames and perspectives 3. Students will read and think critically, write and speak clearly and persuasively, and conduct research effectively; 4. Students will demonstrate insight into human values in their own and other cultural traditions <p>*Adapted from the AHA (American Historical Association) "Liberal Learning and the History Major"</p>
<p>International Studies</p>	<p>Upon completing the major in international studies, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of global politics, economic s and history 2. Demonstrate a cross-cultural understanding and be able to analyze and evaluate issues from a global perspective 3. Demonstrate an understanding of international institutions and their role in the world 4. Demonstrate an ability to write well and conduct research
<p>Philosophy and Religious Studies</p>	<p>Upon completing the major in Philosophy and Religious Studies, students will be able to:</p> <ol style="list-style-type: none"> 1. <i>Identify</i> (in speaking and writing) concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values; 2. Investigate, understand, and articulate (in speaking and writing) the way great thinkers and religious communities have addressed these issues throughout history; 3. Explain (in speaking and writing) the nature and function of religion in individual life and human society, and historical and contemporary differences and similarities between religious systems; and 4. Respond to and evaluate (in speaking and writing) these concerns themselves, building on a firm foundation of cultural literacy, analytic method, and critical intelligence.
<p>Political Science</p>	<p>Upon completing the major in political science, students will be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect on and analyze contemporary political trends 2. Communicate effectively, both orally and in writing, about political topics. and developments.

	3. Conduct qualitative and quantitative research on political topics
Psychology	After completing the major in psychology major, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of diverse areas in psychology; 2. Evaluate and perform research; 3. In both written and oral presentation, communicate psychological material clearly and in appropriate format and style 4. Apply psychological content and skills to professional or pre-professional tasks
Sociology	Students who graduate with a major in sociology should be able to do the following: <ol style="list-style-type: none"> 1. Evaluate quantitative and qualitative research articles in the field 2. Design and implement valid, reliable, and ethically sound research that is original and empirical 3. Analyze social situations utilizing different theoretical perspectives implicit in sociological imagination
Speech-Language Pathology and Audiology	Upon completion of the major in speech-language pathology and audiology, students will be able to: <ol style="list-style-type: none"> 1. Effectively demonstrate knowledge of a range of normal, different, and disordered functions of human communication system, across varied cultural contexts 2. Exhibit critical thinking and problem-solving skills in behavior, speech, and writing across genres 3. Demonstrate scientific literacy as it pertains to the communication system by engaging in tasks such as research, and clinical and field related practica.
Theatre Arts	Upon completing the major in theatre arts, students will be able to: <p>BA/BFA</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of achievements in drama and theatrical production across a range of periods and cultures. 2. Demonstrate comprehension of the interdisciplinarity of theatre study and the collaborative nature of theatre production. 3. Demonstrate writing, oral communication, research, performance, and technical skills as foundations for building specific expertise in selected areas of concentration. 4. Draw on external resources for further study and work experience by utilizing museums, theatres, performing arts organizations, libraries, and other institutions in New York City and abroad.

Academic Divisions: Course Differentiation Characteristics

The faculty of the various academic divisions and departments have identified the characteristics that differentiate 100-, 200-, 300-, and 400-level courses. They are presented below by division and, in some instances, by department.

Accounting and Business Management				
	<u>100-Level</u>	<u>200-Level</u>	<u>300-level</u>	<u>400-Level</u>
	<ul style="list-style-type: none"> • Intro to databases, APA format – a basic intro to research. • Develop writing and presenting (oral presentations also 	<ul style="list-style-type: none"> • Making connections as they compare/contrast theoretical models/ conceptual frameworks. 	<ul style="list-style-type: none"> • Students ‘create’ a product, propose a thesis statement, or write/present a research/ applied research paper that proposes a 	<ul style="list-style-type: none"> • Complete a major individual research/applied research capstone project that replicates practice and demonstrates depth and

	<p>included when possible) skills. Provide grading rubrics for written and oral presentations. Use exemplars examples of good papers/ assignments) to clarify expectations.</p> <ul style="list-style-type: none"> Integrate reading and analyzing business newspapers/journals. 	<ul style="list-style-type: none"> Build research, analytical and conceptual skills through appropriate writing/and or oral presentation based assignments. Continue using exemplars and rubrics. Discuss/analyze specific readings in addition to a text, including cases, scholarly articles, consumer journals and specialized business publications. 	<p>distinct point of view, while synthesizing/evaluating theories/concepts and examining evidence across fields such as accounting, economics and business.</p> <ul style="list-style-type: none"> Complete a list of readings/manuals/scholarly articles, theoretical works and engage in discussions/writing assignments to integrate concepts/analysis across disciplines. 	<p>breadth in the field.</p> <ul style="list-style-type: none"> Present (scholarly or theoretical works) readings/applied research in a setting that replicates the workplace; example presenting an executive summary report or preparing and presenting an audit.
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Communication and Media Arts

	<u>100-Level</u>	<u>200-Level</u>	<u>300-level</u>	<u>400-Level</u>
Communication Arts	<p>Students are introduced to foundational concepts within the discipline. Upon successful completion of a 100-level course, students are able to recognize and articulate essential theories. In addition to becoming acquainted with basic theoretical propositions, students also embark on basic skill building. Level 100 courses also guide students in making logical and ethical critiques of basic communication arts concepts.</p>	<p>Courses offer a more complex survey of concepts and skills. Upon successful completion of a 200-level course, students are able to further utilize course material: applying theories across an array of contexts and building skills informed in part by 100-level courses. Intermediate critical thinking skills are fostered as students assess scenarios and develop arguments for the utility, functionality, and timeliness of communication arts concepts.</p>	<p>Students build from 100 and 200-level courses to have a more secure identity as practitioners of communication arts. Students become acquainted with primary sources and explore introductory research methods and methodology. Upon successful completion of a 300-level course, students will be able to appraise concepts at an intermediate to advanced level and defend the practicality and marketability of their growing skill set. Service learning opportunities introduced at the 300-level allow students' creative and practical skills to develop.</p>	<p>Students use the skills learned in lower-level courses to create and contribute to the field of communication arts. Upon successful completion of a 400-level course, students further develop a sense of identity as communication arts practitioners, making initial yet significant contributions to their intended profession.</p>

Fine and Performing Arts

	<u>100-Level</u>	<u>200-Level</u>	<u>300-level</u>	<u>400-Level</u>
	Provide an introduction	Are typically for the	Are advanced studies in	Are advanced courses

	to foundational skills and aesthetic literacy.	majors/minors in the discipline or more advanced sophomore-level courses in general education. Students develop foundational knowledge and aesthetic literacy through the study of concepts, history, and theory, and develop fundamental skills for the discipline.	the discipline in which students build on foundational knowledge and skills from 200-level courses. 300-level courses typically encompass historical periods and broader techniques, or more focused themes, and incorporate advanced writing, presentation, and creative skills.	for majors and qualified minors wherein students demonstrate the scope and depth of their competency in their chosen field of study.
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Humanities and Social Sciences

	<u>100-Level</u>	<u>200-Level</u>	<u>300-level</u>	<u>400-Level</u>
English and World Literatures.	The lower-division General Education and discipline-specific courses emphasize foundational skills, and introduce key terms, concepts, and approaches in literary studies. The upper-division General Education and discipline-specific courses develop advanced research and writing skills and a more sophisticated application of critical approaches.			
	<ul style="list-style-type: none"> <i>Content:</i> Introduction of the key terms, concepts, and critical and theoretical approaches in literary studies. <i>Assignments:</i> Emphasis is on careful reading, critical analysis using literary and theoretical terms and concepts, and writing (quizzes, essays, midterm and/or final exams that total 16-20 pages of polished writing). Oral expression takes the form of in-class discussion, small-group work, and, frequently, a brief presentation. 	<ul style="list-style-type: none"> <i>Content:</i> Contextualization of key terms, concepts, and critical traditions in a more specific cultural or thematic area of literary studies. <i>Assignments:</i> Emphasis is on careful reading and critical analysis as well as on developing research skills using discipline-specific resources and writing using secondary sources (quizzes, essays, midterm and/or final exams that total 16-20 pages of polished writing). Oral expression takes the form of in-class discussion, small-group work, and usually a brief presentation. 	<ul style="list-style-type: none"> <i>Content:</i> A more advanced examination of the terms, concepts, and critical traditions in a focused area of study in the discipline (historical, regional, or thematic). In-depth study of primary literary texts and secondary source materials, including contemporary literary criticism and/or theory. <i>Assignments:</i> Emphasis is on careful reading, critical analysis, and writing using multiple secondary sources (quizzes, essays, midterm and/or final exams that total 25-30 pages of polished writing.) Students select their own research topic on a focused issue in the area of study, engage in research beyond the course 	<ul style="list-style-type: none"> <i>Content:</i> In-depth analysis and contextual understanding of a major figure, text, theme, or issue in literary studies. This work is typically informed by contemporary literary theory and criticism. <i>Assignments:</i> Emphasis is on careful reading, critical analysis, and advanced research methodologies. Students select a research topic on a focused issue or text, engage in preliminary research beyond the course readings, prepare an annotated bibliography, and rough draft, and assimilate peer and teacher feedback to produce a claim-driven, researched essay of 25-30 pages. Oral expression takes the form of in-class discussion, small-

			<p>readings, and produce a 10-15-page claim-driven research essay. As part of the steps, students often prepare an annotated bibliography and a rough draft, and assimilate peer and teacher feedback. Oral expression takes the form of in-class discussion, small-group work, and (often) formal presentations.</p>	<p>group work, and formal presentations.</p>
<u>Philosophy and Religious Studies</u>	<p>The educational experience is conceived developmentally. The lower-division General Education and Discipline-specific courses provide foundational skills, competencies, and academic literacies. The upper-division General Education and Discipline-specific courses introduce and develop more sophisticated content and advanced research and writing skills that will be demanded of students in their major areas of study.</p>			
	<ul style="list-style-type: none"> Literacy: Basic introductory survey of the key terms, concepts, traditions, and schools of thought in the discipline or disciplinary area, which is geared toward first-year students (e.g., Introduction to Philosophy; Introduction to Judaism, Christianity, and Islam). Assignments: Emphasis is on careful reading, accurate exposition, and basic forms of analysis via reading quizzes, brief essays, mid-term and/or final exams with short answer and short essay components (that total approximately 7-10 pp. of writing). There may be the introduction of critical evaluation skills in later assignments, as with a brief (3-5 	<ul style="list-style-type: none"> Literacy: Basic introductory survey of the key terms, concepts, traditions, and schools of thought in a more specific and advanced historical, conceptual, or thematic area of the discipline, which assumes that students have completed at least WRIT 101 (e.g., Ancient Philosophy; Religion and Psychology). Assignments: There is early emphasis on careful reading and accurate exposition via reading quizzes and brief expository essays. There might be mid-term and/or final exams with short answer and short essay components (that total approximately 7-10 pp. of writing). Students are expected to be 	<ul style="list-style-type: none"> Literacy: Courses at this level provide a more advanced examination of the key terms, concepts, traditions, and schools of thought in a tightly focused area of study in the discipline (e.g., Metaphysics; Philosophy of Language; Buddhism; Islamic Ethics of War and Peace; Existentialism). Assignments: There is early emphasis on and reinforcement of careful reading, accurate exposition, and critical analysis skills via medium-length (5-7 pp.) exposition-and-critique essays. By mid-semester, students are expected to select a research topic on a focused issue in the area of study (e.g., free will versus 	<ul style="list-style-type: none"> Literacy: Courses at this level are generally populated by only majors and minors in the discipline, and offer in-depth analysis and contextual understanding of a major figure, text, or specific/contemporary issue in the discipline (e.g., Plato; Marx; Kierkegaard; Classic Philosophical Texts; Advanced Study in Religion). Assignments: There is early emphasis on and reinforcement of careful reading, accurate exposition, and critical analysis skills via medium-length (5-7 pp.) exposition-and-critique essays. By mid-semester, students are expected to select a research topic on a focused issue, problem, or question in the

	pp.) essay that emphasizes exposition and critique. Oral expression takes the form of in-class discussion and small-group work.	able to write one or two medium-length (5-7 pp.) essays that emphasize exposition, analysis, and critique. Oral expression takes the form of in-class discussion and small-group work.	determinism in Metaphysics), to engage in some preliminary research beyond the course readings and prepare an annotated bibliography, to produce a rough draft, and to assimilate peer and teacher feedback to produce a 10-12 pp. original thesis research essay. Oral expression takes the form of in-class discussion, small-group work, and perhaps formal presentations.	work or issue under analysis (e.g., the problem of universals in Aristotle's Metaphysics); to engage in some preliminary research beyond the course readings (especially of the secondary literature) and prepare an annotated bibliography; to produce a rough draft; and to assimilate peer and teacher feedback to produce a 15-20 pp. original thesis research essay. Oral expression takes the form of in-class discussion, small-group work, and perhaps formal presentations.
Social Sciences	100-level courses are introductory in character and very broad in their subject matter. 100-level courses have no pre-requisites and are open to all students in the college	200-level courses though still at the introductory level but are specific in their subject matter allowing for greater depth in the exploration of the particular subject. Most importantly, 200-level courses have pre-requisites which give the student the background necessary to engage in the deeper level of exploration. Writing assignments at both the 100 and 200 level are short, under 5 pages. Grading in the 100- and 200-levels is largely contingent on in class and take-home exams	300-level courses have pre-requisites, a narrow focus and introduce students to sophisticated reading materials most of which is primary in character. Secondary sources are not typical of this level. Writing assignments are more involved requiring literature reviews in the 12-20-page range. Students taking courses at the 300-level are sometimes expected to do their own original research [Research Methods Course].	400-level courses are similar to the 300 level courses and largely limited to students in the major. All of these 400-level courses require original research and/or literature reviews between 20 and 25 pages. The 400-level courses usually have no exams as grading in these courses depends on the literature reviews or original research done by students in these courses.

Sciences				
	<u>100-Level</u>	<u>200-Level</u>	<u>300-level</u>	<u>400-Level</u>
Communication Science Disorders	The department differentiates our courses on the quality and quantity of our written assignments, the assigned texts, the extent of our use of primary literature and the types of clinically related activities in which students engage.			
	Readings include	. Readings include	Reading requirements	Reading requirements

	<p>textbooks, reports on language in the popular press, and structured reading of journal articles. Writing requirements in one and two-hundred level courses include one-two page summary sheets of textbook chapters, three-page synthesis work of various data points, five-page papers synthesizing findings from texts and primary literature, annotated bibliographies, clinical observations reports, and literature reviews. The use of primary literature in one and two-hundred level courses includes the current professional literature as well as foundational articles from the late 20th century. The implementation of clinical activities in one and two-hundred level courses includes speech sampling, transcription and analysis, clinical observations, write-ups and presentations of in-class observations. Students in our lower-level courses routinely present on material they have researched, including observations of clinical and audiological treatment.</p>	<p>textbooks, reports on language in the popular press, and structured reading of journal articles. Writing requirements in one and two-hundred level courses include one-two page summary sheets of textbook chapters, three-page synthesis work of various data points, five-page papers synthesizing findings from texts and primary literature, annotated bibliographies, clinical observations reports, and literature reviews. The use of primary literature in one and two-hundred level courses includes the current professional literature as well as foundational articles from the late 20th century. The implementation of clinical activities in one and two-hundred level courses includes speech sampling, transcription and analysis, clinical observations, write-ups and presentations of in-class observations. Students in our lower-level courses routinely present on material they have researched, including observations of clinical and audiological treatment.</p>	<p>in upper level courses build on those in the lower level with a shift to more primary than textbook reading. The overall amount of assigned reading also increases. Writing requirements in three - hundred level courses range from more detailed clinical observation reports to 20-page literature reviews. Students are required at this stage to go beyond summary and synthesis, to evaluation and hypothesis testing. Advanced clinical writing includes session notes (SOAP notes), end of term progress reports, diagnostic reports, case studies, and the creation of a professional portfolio. The use of primary literature in three - hundred level courses increases, and the overall demands of the associated assignments also increases (see above). The implementation of clinical activities at the three -hundred level includes more detailed and advanced in-class observation, observation in the Ruth Smadbeck Center, and observation off-campus. At the four-hundred level, students are responsible for providing services for patients/clients in the Smadbeck Center and at various internship sites</p>	<p>in upper level courses build on those in the lower level with a shift to more primary than textbook reading. The overall amount of assigned reading also increases. Writing requirements in three - hundred level courses range from more detailed clinical observation reports to 20-page literature reviews. Students are required at this stage to go beyond summary and synthesis, to evaluation and hypothesis testing. Advanced clinical writing includes session notes (SOAP notes), end of term progress reports, diagnostic reports, case studies, and the creation of a professional portfolio. The use of primary literature in three - hundred level courses increases, and the overall demands of the associated assignments also increases (see above). The implementation of clinical activities at the three -hundred level includes more detailed and advanced in-class observation, observation in the Ruth Smadbeck Center, and observation off-campus. At the four-hundred level, students are responsible for providing services for patients/clients in the Smadbeck Center and at various internship sites</p>
<p>Mathematical</p>	<p>These are elementary level math courses and students with adequate high school algebra skills may take these courses. These courses serve as prerequisite courses for 200-level math courses and prepare students with the math skills they need for higher level math courses.</p>	<p>These are more sophisticated math courses that assume students have good high school algebra skills or have satisfied a prerequisite course that may be 100-level or part of a sequence such as Calculus I & II. These courses expose students to formal math definitions, concepts and theorems, and</p>	<p>These courses have a higher level of abstraction and expose students to various branches of mathematics. Students read and write math proofs, and learn how to communicate mathematics effectively both in oral and written form. These courses provide students with the foundational</p>	<p>These courses are for students with a high level of mathematical maturity – ability to read and write mathematical proofs and knowledge of fundamental concepts in linear algebra, abstract algebra, and analysis. These courses offer students the opportunity to pursue a study in a specialized area or topic.</p>

		applications of these concepts and theorems. In some courses students learn how to write simple math proofs.	mathematics that they need to pursue a career in mathematics or the mathematical sciences.	(Note: We have only three courses at this level: Math 497 Research, Math 498 Directed Study, and Math 499 Independent Study/Internship.)
Natural Sciences				
	<ul style="list-style-type: none"> demonstrate a basic knowledge of the fundamental principles of the natural sciences demonstrate math skills taught in intermediate algebra, including familiarity with the metric system, basic graphing and data analysis, ratios and proportions demonstrate critical thinking in reading and summarizing basic scientific articles written for the general public 	<ul style="list-style-type: none"> be proficient in intermediate algebra skills develop basic writing and library research skills read and interpret scientific data in a variety of forms apply the scientific method exhibit problem solving and discipline-specific elementary lab skills explain and apply the fundamentals of natural science demonstrate a basic knowledge of and application of precalculus 	<ul style="list-style-type: none"> read and critically evaluate primary scientific literature communicate scientific principles demonstrate advanced laboratory skills analyze and evaluate case histories to generate hypotheses to make broader scale predictions 	<ul style="list-style-type: none"> ask scientific questions and prepare experimental strategies to answer those questions utilize research strategies to address scientific principles effectively present scientific concepts and research using both written and oral formats suitable for the scientific community generate advanced research projects conduct library based research projects and present conclusions to a professional audience
Psychology				
	<p>Courses at the 100 level provide a broad introduction to research and theory in psychology; materials are largely text-book based; students are required to:</p> <ul style="list-style-type: none"> demonstrate a basic knowledge of the fundamental principles of the science of psychology including a basic understanding of the research process and study design Develop a knowledge base in selected areas of psychology 	<p>Courses at the 200 level provide a broad introduction to research and theory in one or more area of psychology; materials are largely text-book based and include some original sources from professional peer-reviewed journals; students are required to:</p> <ul style="list-style-type: none"> explain and apply the fundamentals of a specialized area of psychology demonstrate basic writing and library research skills Increase their 	<p>Courses at the 300 level explore an area of psychology in depth, applying the principles and theories of the discipline; materials may be drawn from original sources and/or from a specialized text; students are required to:</p> <ul style="list-style-type: none"> Independently locate relevant primary scientific literature Read and critically evaluate primary scientific literature Apply and communicate scientific principles through presentation, papers and projects 	<p>Courses at the 400 level serve as capstones to the major; materials are based on primary sources; students are required to:</p> <ul style="list-style-type: none"> develop scientific hypotheses based on an evaluation of research and theoretical principles in psychology develop research methodologies to address scientific hypotheses effectively present scientific concepts and research using both written and oral formats

	<p>including but not limited to, functions of the brain, consciousness, perception, memory, human development, personality, social psychology, motivation, intelligence and psychological disorders.</p> <ul style="list-style-type: none"> • demonstrate critical thinking in reading and summarizing relevant material available to the layperson 	<p>ability to read and interpret scientific data</p>	<ul style="list-style-type: none"> • Analyze existing research to generate hypotheses 	<ul style="list-style-type: none"> • conduct a broad survey of library based research; integrate and evaluate the results.
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SECTION V. ACADEMIC POLICIES

Policies Specific to Faculty

Annual Evaluation for Tenure-Track Faculty Members

Please see Appendix E: College By-Laws Document.

Link: <http://www.mmm.edu/offices/academic-affairs/by-laws.php>

Annual Review of Tenure-Track Faculty with the VPAA/Dean

Please see Appendix E: College By-Laws Document.

Link: <http://www.mmm.edu/offices/academic-affairs/by-laws.php>

Statement on Academic Freedom

Marymount Manhattan College fully endorses the “Statement of Principles on Academic Freedom and Tenure” published by the American Association of University Professors in 1940 and re-interpreted in 1970. This statement reads, in part:

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

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

(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject....

(c) College and university teachers are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect

for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Attendance at Faculty Council Meetings, Baccalaureate and Commencement

(Included in annual faculty contracts)

Faculty are expected to attend Faculty Council Meetings and participate in Baccalaureate and Commencement, generally held off-campus in May. Academic regalia is provided for faculty who request it by the published deadline.

Marymount Manhattan College Courtesy Appointment Policies and Procedures

(Approved by APC, July 2016)

Policies Related to Courtesy Appointments

A courtesy appointment is defined as the unpaid appointment of a person from outside the College or from a nonacademic unit within the College. Most courtesy appointees hold terminal degrees, but persons may be considered for nomination based upon their exceptional experience or special scholarly achievements. Courtesy appointments are made for a maximum of five years and can be renewed for additional terms of up to five years by the mutual agreement of all parties. Allow at least three months for the renewal process. A courtesy appointment may be rescinded by request of the host department detailing cause and with the approval of the Vice President for Academic Affairs. All courtesy appointments will end on June 30th of the year that the appointment expires or five (5) years from the day that the Vice President for Academic Affairs approves the appointment, whichever comes first without exceeding the five (5) year maximum. Academic duties, responsibilities, and privileges will be agreed to by the host department and the courtesy appointee. In formal settings, such as publications and grants, the appointee will use the “courtesy” term in the designation of his or her title, i.e., “Courtesy Clinical Research Associate” or “the author holds a courtesy appointment as a Clinical Research Associate at Marymount Manhattan College.”

Duties and Responsibilities of Courtesy Appointees

Courtesy appointees may contribute to the host department in a variety of ways, including but not restricted to: guest lectures, advising, mentoring, curriculum development, community partnership development, research, and grant writing. Courtesy appointees may be granted access to host department resources and attend departmental events (including departmental meetings) at the discretion of the host department. Courtesy appointees are eligible for an MMC Identification Card, which qualifies them to receive library, email, and other College services provided to holders of MMC ID Cards.

Requesting a Courtesy Appointment

1. The chair of the host department (the program receiving the services of the appointee) prepares an appointment application file, which includes the following:
 - a. Courtesy Appointment Approval Form

- b. Letter of appointment from the chair of the host department, which includes the following:
 - i. the designation in the proposed host department
 - ii. an overview of the appointee's expected contributions to the proposed host department
 - iii. an overview of the appointee's rights and responsibilities in the host department
 - iv. the length of the appointment
 - c. Curriculum vitae or resume
 2. The courtesy appointment application file is forwarded by the chair of the host department to the appropriate Division Chair for review and approval.
 3. Upon approval, the appointment application file is submitted to Academic Affairs.
 4. Once received by Academic Affairs, the Vice President for Academic Affairs will review the appointment. If the appointment involves ongoing work directly with students, the Vice President for Academic Affairs will typically refer the candidate to Human Resources for a background check.
 5. If the Vice President for Academic Affairs approves the appointment, the following distributions will occur:
 - a. An electronic copy of the appointment application file is sent to the chair of the host department
 - b. The original file is sent to the requestor/supervisor
 6. The chair of the host unit will notify the appointment holder.

Reappointment of a Courtesy Appointee

Courtesy reappointment requests should be made at least three months prior to the expiration of the appointee's term. If the host department wishes to reappoint the courtesy appointee, the chair of the host department should submit a Courtesy Appointment Approval Form, using the approval process outlined above.

Marymount Manhattan College Financial Conflicts of Interest Policy for Faculty and Staff

(Approved by APC, April 18, 2012)

Federal regulations require that institutions applying for federal grant funds have a Conflicts of Interest policy that meets certain requirements. These regulations seek: "to promote objectivity in research by establishing standards to ensure there is no reasonable expectation that the design, conduct or reporting of research funded under PHS grants or cooperative agreements will be biased by any conflicting financial interest of an investigator." In conformance with these regulations, Marymount Manhattan College has established this policy.

Faculty and staff have an obligation to conduct their college responsibilities within guidelines that prohibit actual or potential conflicts of interest and that maintain the highest standards of integrity.

Accordingly, no faculty or staff shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the College or from which s/he could benefit financially.

In order to comply fully with the federal regulations, MMC is required to offer training, which is mandatory for faculty and staff involved in or applying for federally-funded research grants. This training must occur prior to beginning work on any federally-funded research and must be repeated at least every four years.

Integrity in research requires that all aspects of research be free from bias originating from any real or potential conflict of interest. Conflicts of interest are not, in and of themselves, unallowable; however, they must be disclosed and managed in conformance with college policy and federal regulations.

In order to limit any financial conflicts that may affect research and/or result in bias, and in compliance with federal regulations, Marymount Manhattan College requires disclosure of significant financial interests. Faculty who wish to apply for research or educational funding to any federal granting agency, or any faculty participating in federally funded projects, must submit a financial disclosure listing any and all significant financial interests (SFI) of her/himself, his/her spouse or dependent children if:

- The value of said financial interest is \$5,000 or more;
- The financial interest represents **any** equity, regardless of the value, in a non-public entity;
- It could reasonably appear that the financial interest might affect the activity for which funding is being sought; or
- If the research or educational activity might appear to affect the financial interests.

The disclosure must cover the previous 12 months and it must be filed prior to the submission of any federal grant application. If there is a change or if any new significant financial interest is acquired, the disclosure must be updated within 30 days. If a multi-year federal grant is involved, the faculty member/Principal Investigator must disclose any significant financial interest at the time of the annual report to the granting agency.

If the grant applicant or faculty participating in the grant project has no significant financial interests to disclose, s/he must so certify.

An MMC faculty member might have, or appear to have, a conflict of interest if s/he is engaged in any of the following situations:

- Failing to disclose a significant financial interest, either his/her own or that of a spouse or dependent children, which could affect the performance of official duties, including teaching and scholarship, or which could affect one's judgment in the conduct of official duties, including research and scholarship.
- Engaging in outside employment which may affect or impair her/his judgment in the conduct of research or other official duties.
- Disclosing confidential information obtained in the course of official duties, except as required by law.
- Conducting college business with any entity in which the faculty member or a relative has a financial interest.
- Accepting gifts intended to, or giving the appearance of attempting to, influence the conduct of your official duties.
- Using or attempting to use his/her official status at MMC for personal gain or privilege.

- Hiring or engaging in decisions about hiring, promoting, disciplining, discharging or supervising any employee who is a member of his/her family or a close personal friend.

Some things to consider:

- Financial conflicts of interest may occur when an individual is in a position to influence college business dealings so as to produce personal gain for that individual, or for a relative, friend, or business associate.
- The increasing involvement of academic researchers and educators with industry and private entrepreneurial ventures can lead to an increased risk of conflict of interests.
- A financial conflict could exist if a faculty member receives a research grant that requires purchasing an expensive piece of equipment and then attempts to buy that equipment from a relative's business.

The Vice President for Academic Affairs has appointed Dr. Kathleen LeBesco, Associate Dean of Faculty, as the Conflicts of Interest Officer. In this capacity, Dr. LeBesco is responsible for:

- Informing faculty and staff about the provisions of this policy, including the need to disclose significant financial interests prior to any federal grant submission.
- Receiving any submitted financial disclosures and reviewing them for possible conflicts.
- Consulting with the Vice President for Academic Affairs and any other appropriate officials to determine if there is a financial conflict of interest;
- Deciding what conditions, if any, are required to resolve any conflicts.
- Overseeing compliance with College policy in regard to FCOIs.
- Maintaining the confidentiality of any information disclosed, except as needed to resolve conflicts, or as required by any legitimate regulation or by law.

In some cases, projects with financial conflicts can be carried out with conditions or restrictions determined by the Conflicts of Interest Officer. Such conditions could include:

- Full and public disclosure of the financial interests.
- Divestiture of the financial interests;
- Modification or monitoring of the research;
- Recusal of the investigator from certain sections of the research;
- Severance of relations that cause or appear to cause conflicts of interest.
- Other conditions deemed by the Conflicts of Interest Officer to be appropriate.

Faculty or staff found to be in violation of this policy may be subject to sanctions such:

- Having a letter of censure placed in the file;
- Being deemed ineligible to submit grant or IRB applications;
- Being prohibited from teaching or research;
- In egregious cases, not being reappointed or being dismissed.

As required by federal regulations, the College will report to the NIH and/or to the appropriate federal authorities, granting agency, or other relevant entity about any conflicts of interest and how they are being managed at the College.

Policy on Course Releases Related to Grants

(Approved by APC on 7/2/14)

A faculty member wishing to charge course releases to a grant may “buy-off” no more than 2 courses in a four-course semester and no more than 1 course in a three-course semester, with exceptions possible with the agreement of the Department Chair, the Division Chair and the Dean.

Policy on Faculty Files

(Approved by Faculty Council)

There shall be two sets of official faculty files consisting of an Academic Faculty File housed in the Office of the Vice President for Academic Affairs, and a Personnel File housed in the Office of Human Resources. The content and use of each file is set forth below:

Academic Faculty File

This shall be the only file used for the purposes of evaluation, promotion, tenure, and reappointment of full-time faculty members. The contents of this file shall include:

- Academic documentation (college transcripts, evidence of professional training, record of past employment, etc.).
- An updated curriculum vitae; it will be the faculty member's responsibility to update the C.V. when warranted.
- Materials relating to the faculty member's academic and professional accomplishments submitted by the faculty member or placed in the file at his/her request.
- Evaluations of professional performance at the College (Peer, Chair, and Dean's teaching evaluations, student evaluations, letters of evaluation, etc.).
- Material concerning appointment, reappointment, promotion, tenure, completion of probationary period, and special terms or conditions of employment.
- Letters of Agreement or memos concerning changes in semester course load, release time, recruitment responsibilities, etc.
- All documents pertinent to resignation, college disciplinary actions, or severance.
- Documentation regarding the faculty member's grants, awards, leaves, etc.
- Faculty self-assessments.
- Any statement the faculty member wishes to insert in response to or in elaboration of any other item in the file.

Exclusions

Medical records are not part of the Academic File. Any medical inquiries or information should be maintained in a separate and confidential medical file. However, a faculty member may choose to place material concerning medical/disability matters in his/her Academic File if the faculty member believes it is pertinent to his/her employment.

File Maintenance

Documents which are placed in an Academic File will be dated and signed by the VPAA or his/her designee at the time of their insertion in the file. Anonymous statements will not be placed in the file. If a specific document does not originate from the faculty member, or does

not include by its definition a copy for the faculty member, the VPAA will send a copy of the document to the faculty member at the time of its insertion in the file, and request written confirmation of the faculty member's acknowledgement of the document's inclusion.

Access to the Academic File

The Academic File shall be maintained by the VPAA who will be responsible for preserving the confidentiality and proper use of the File. Access to the Academic File without approval of the faculty member shall be limited to the President, VPAA, and the Divisional Chair. Application for tenure or for promotion shall be deemed to imply that the Committee on Promotion and Tenure has been given access to the applicant's Academic File for the purpose of reviewing the faculty's application. Other individuals and committees responsible for the review and recommendations of faculty members with respect to reappointment, promotion, tenure, grants, and other matters of faculty status, shall be granted access to the Academic File with permission of the faculty member. A custodial log shall record all instances of access to an Academic File and shall be part of the file.

The faculty member has the right and responsibility to inspect all materials in his/her Academic File, exclusive of pre-employment materials. Confidential letters of recommendation solicited

with respect to initial employment or other confidential letters of recommendation subsequently solicited with the consent of the faculty member will be excluded from inspection.

A faculty member can request an appointment for the purpose of inspecting his/her Academic File. Such appointment shall be scheduled during regular business hours. The manner of inspection shall be subject to reasonable conditions. The Academic Affairs Office will provide the faculty member with a copy of all requested materials.

A faculty member has the right to submit material to be included in his or her file and to respond in writing to any document therein and have his/her written response placed in the file.

Documents may be removed from a faculty member's Academic File with the mutual consent of the faculty member and the VPAA.

If, after the examination of the Academic File, a faculty member believes that any portion of the file is not accurate, he/she may request in writing a correction of the material and/or a deletion of a portion of the material. This request shall be addressed to the VPAA and describe the corrections/deletions the faculty member believes should be made, and the facts supporting the request. This request shall become part of the Academic File, except in those cases where the questioned material has been removed from the file.

An Academic File may be opened to an outside agency only pursuant to subpoena or other legal process. When a File is requested by an outside agency for any reason, the affected faculty member shall be promptly notified and provided with a copy of the request and reason thereof.

Personnel File

The Personnel File shall include:

- Record of salary
- Change of employment status
- Record of leaves of absence
- Medical reports which are necessary to document benefits and medical leaves
- Records of benefits

- Record of accrued service
- General fiscal data

Personnel Files are maintained by the Director of Human Resources who will be responsible for preserving the confidentiality and proper use of the File. The Personnel File may be used only by the Director of Human Resources, the VP for Finance and Administration, and the President for the purpose of administering salary and benefits.

The faculty member shall have access to his/her file. Other MMC employees who wish to see a Personnel File must obtain permission from the faculty member involved.

Observation Guidelines for Tenure-Track Faculty

(Approved by APC, 12/2007)

At Marymount Manhattan College teaching excellence is paramount in determining the continued service of tenure-track faculty members and the College is committed to the ongoing pedagogical growth and development of its faculty. To assist tenure-track faculty members in this process, they are expected to participate in the College's process of peer observation. Tenure-track faculty members are observed annually by their division chairs and must seek at least one additional observation by a full-time faculty member during each academic year prior to their applying for tenure. Senior faculty members are expected to play an integral role in guiding the pedagogical development of tenure-track faculty members by conducting these peer observations and completing written evaluations. Tenure-track faculty should also seek observations by their program or department coordinators or chairs, as applicable to individual situations. Additionally, an annual teaching observation is conducted by the Academic Affairs Office.

Tenure-track faculty should discuss with their divisional chairs a schedule of observation for the upcoming year at the time of his/her annual review. The chair can offer advice about which faculty members to ask during a particular year and consider such issues as a faculty member's expertise, or the potential benefit of an observation from a peer outside one's division. It is the tenure-track faculty member's responsibility to contact his/her potential faculty peer observers, and to notify the divisional chair when that faculty member has agreed to be the designated peer observer for that year. The tenure-track faculty member can invite other faculty to observe his/her classes that year but, in the case of multiple observations, there must be an understanding between faculty and chair in advance about which will be the designated faculty observer.

Faculty peer observers will attend a class session that is mutually convenient for both parties. It is advisable for the tenure-track faculty member to provide the observer with a copy of the course syllabus and any other relevant material for the class session in advance. The observer should be on time for the class session and attend the whole session or, in the case of double-session classes, be clear about the time frame that will be observed. Observers should customarily not participate in the class session and should save any comments for the post-observation conference.

Observers may use the MMC Faculty Classroom Observation Form or a narrative format to document their evaluations. Observers should comment on the faculty member's facility with course content, methodology, organization, student dynamics, and overall effectiveness of the session. Observers may choose to either write their evaluations before or after their meetings

with faculty. At this meeting, the session is discussed as well as how the methodology and course serve programmatic goals. The process of writing the evaluation and holding a post-observation meeting should be timely and should not normally exceed a month from the observation date. The observer provides the faculty with two copies (signed by the observer) of the evaluation. The faculty member returns one copy which he/she also signs to the observer. A faculty member has the option of attaching a written response to the evaluation which will become a permanent part of the evaluation. The completed evaluation is submitted to the Academic Affairs Office by the observer to be placed in the faculty member's faculty file.

This process may also be utilized by tenured faculty members who wish to have their teaching formally observed by full-time faculty colleagues of their choice.

Marymount Manhattan College Policy on Post-Degree Fellowships

As noted in the Faculty Governance (3.01.02.c), Post-Degree Fellowships are competitive, externally funded fellowships created by the request of an academic department(s) or division(s) and that meet a specific need. Post-Degree Fellows are awarded to extend their own education and experience. Given that each fellowship will be unique to the needs of the College and the funding organization, the specific grant proposals, appointment letters, and other contracts related to these positions will outline such issues as: supervision, expectations for teaching, and/or other duties of the Fellow; the definitions of and requirements for mentoring and supervision by full-time College faculty; compensation and resource allocation; assessment of outcomes; etc. Post-Degree Fellows are supported in all cases by outside funding agencies. Sponsoring agencies grant host institutions an allowance to help meet the cost of providing Post-Degree Fellows with laboratory space, office space, supplies, equipment, and other resources. The College must ensure that letters of offer to Post-Degree Fellows describe in detail those departmental and college resources that can be expected while at MMC, such as staff support, office or research space, funds for supplies, computers, etc. Post-Degree Fellows must not be used to supplant the use of Full-Time faculty in the curriculum and therefore shall not exceed 10% of the full-time faculty appointments.

Marymount Manhattan College Policy on Responsible Conduct of Research

(Approved by APC on April 3, 2013)

Link to IRB Page: <https://www.mmm.edu/offices/academic-affairs/institutional-review-board.php>

Marymount Manhattan College takes seriously its responsibilities with regards to responsible conduct of research. As a small institution just beginning its quest for federal research support, we recognize the importance of establishing guidelines for ethical faculty research and a training process for students involved in funded research. In conformance with federal regulations, we have established the guidelines outlined below.

All faculty will receive our Guidelines for Responsible Conduct of Research. This document offers ethical guidelines concerning research practices and includes a list of resources on this topic.

Given our small size and lack of significant federal research support, we feel the best way to proceed for training of students involved in funded research is to use the existing training modules that are available online and free of charge. We find such training to be informative and comprehensive and passing the course demonstrates a good understanding of Responsible Conduct of Research (RCR).

Undergraduate students involved in funded research (we have neither graduate students nor any postdoctoral fellows) are required to complete an online training module on RCR and to submit their completion certificate to the Office of the Vice President for Academic Affairs prior to beginning their research. Several training modules are available; here is the link and instructions for one such site:

https://nationalethicscenter.org/index.php?option=com_rcrtutorial&view=toc&preview=true

This site offers a series of tutorials on the "Responsible Conduct of Research" *available at no cost* to groups affiliated with educational or other non-profit institutions. Upon entering this site, click on RCR Modules from CMDITR on the upper right, and work through the drop-down menu. You must register as an individual user and your mentor must also register a research group and indicate which modules are required. Once registration is complete, one can work one's way through the training modules. When finished, completion of the modules must be documented. For this particular program, a check appears on the Table of Contents Page for each completed module; this page can then be printed to show completion of the required modules. Other available training modules may offer a Certificate of Completion at the end and if so, this certificate should be printed for submission to the Office of Academic Affairs.

Faculty mentors are responsible both for informing their students of this requirement and for telling the Office of the Vice President for Academic Affairs the names and contact information for all students they wish to engage in their funded research and/or whose funded research they supervise. The Vice President's office will then follow up with those students to make sure they understand their responsibilities in regard to RCR training and that they submit documentation of their training completion in a timely fashion.

The Vice President for Academic Affairs (VPAA) has named Dr. Katie LeBesco, Associate Dean of Faculty, as Research Integrity Officer and Conflicts of Interest Officer. She is well qualified to fulfill this responsibility based on her extensive record of research and the respect with which the faculty view her. The VPAA also has assigned Mr. Richard Sheldon, Assistant Vice President for Academic Administration, to conduct outreach to faculty and students about their responsibilities in this area and to monitor the submission of training certifications.

Statement on Professional Ethics

(Reproduced from the AAUP Statement on Professional Ethics at
www.aaup.org/AAUP/pubsres/policydocs/statementonprofessionalethics.htm?PF=1)

"Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.”

Research with Human Subjects

Institutional Review Board, 2014

Human subjects (also called human participants) research is any activity intended to obtain and record information from or about individuals for research purposes. Examples of human subjects’ research include: surveys, observations of behavior, experiments involving human responses, and collection of data from existing records. In Spring 2007, Marymount Manhattan formed a Human Subjects Review Committee (later termed the Committee for the Review of Research with Human Participants). In January 2014, the Academic Affairs Office applied for a Federal Wide Assurance (FWA) and registered its Institutional Review Board (IRB) with the federal government.

If you are conducting or supervising research with human subjects, and if you are employed by Marymount Manhattan College (MMC) or you wish to do research on the premises of MMC, then your study should be reviewed by the MMC IRB. The primary aim of this review process is to protect the basic rights of research participants, namely their right to be protected from harm and to be protected from invasion of privacy. The procedures for review and approval are regularly revised by the IRB to ensure their concurrence with relevant professional codes of ethics and with federal regulation [Title 45, Part 46](#), effective July 14, 2009.

In order to initiate the review process, you need to complete the appropriate application (faculty/staff application for review, student application for review, application for exempt from review status). The application will require that you supply the IRB with information on your procedure, its risks and benefits, and, if applicable, such safeguards as participants’ informed consent and anonymity, and confidentiality of data. The IRB meets monthly during the school year and less frequently during the summer months. After your application has been approved, you must notify the IRB if you change research procedures or if you plan to continue your research more than one year past the initial approval date. The IRB works with researchers to facilitate research. If an initial proposal is rejected, the Committee provides written feedback. If a revised proposal is submitted, the Committee re-evaluates that proposal.

(See Appendix B: Institutional Review Board Frequently Asked Questions)

Syllabi Distribution Policy

(Approved by APC 12/2006)

One of the customary responsibilities of faculty members is to prepare a well-designed syllabus that includes information about specific course learning objectives, course description, attendance policies, academic honesty, required texts, grading policies, and other pertinent material that the professor believes students need to know in order to complete the course successfully. Syllabi are to be submitted to appropriate administrative offices and may also be made available to accrediting agencies and government bodies such as the State Department of Education. However, as an example of “intellectual work product,” the design and content of course syllabi remain the property of the individual faculty member who designed the course. Therefore, in light of the increasing tendency to post and share course materials in electronic forms, care should be taken to protect faculty work against unauthorized and inappropriate

dissemination. It is the faculty member's prerogative as to whether or not to post course materials on line or distribute them in other forms.

The following practices should be observed by all administrative offices whenever requests are made to College representatives by outside agencies or individuals (other than those such as state education departments which require such materials) for materials pertaining to courses that have been offered at the College:

1. The faculty member whose course information has been requested will be notified of the source and nature of the request as well as the actions taken in response to the request via copies of the email or letter exchanges.
2. In cases of requests from other colleges, universities or state education authorities regarding course descriptions, only those portions of the syllabi that identify course objectives or course descriptions will be provided. Usually, catalogue descriptive materials should suffice.
3. The College will not provide course outlines, course assignments or material that might reasonably be construed as of an educational or instructional nature.
4. This policy will in no way restrict an individual faculty member from posting or distributing her or his course materials in any venue she or he sees fit.

(See Appendix B: Information for Student Syllabus)

Teaching Excellence Award

The Teaching Excellence Award Committee is composed of three faculty members: the past two recipients of the Teaching Excellence Award and one member elected by the Faculty Council for a one-year term. Committee members will be asked to stand-down from committee service in the event that they accept a nomination for the Award in this decision cycle. The committee member elected by the Faculty Council serves as chair. The function of the Teaching Excellence Award Committee is: To follow the process for selecting the Teaching Excellence Award recipient according to the process and criteria outlined in the Faculty Handbook.

The Teaching Excellence Award Committee should meet at the beginning of the Fall semester to determine a timeline for their work. E-mail notice of the timeline and requirements for the award, along with a list of eligible candidates (this can be obtained from the Assistant to the Vice President of Academic Affairs), should be sent to all faculty early in the semester. Generally, the deadline should be a minimum of 2-3 weeks prior to the final Fall faculty meeting in order to give the members of the committee time to read all submissions and make a decision. The award is to be presented at the December session of the faculty Council.

The Teaching Excellence Award committee uses the definition of excellence outlined in the MMC Faculty By-Laws when making its selection. This definition is as follows:

Excellent teaching stimulates intellectual curiosity and encourages independent and informed learning. Such teaching draws from a thorough knowledge of a field to present effectively that field's concepts and content.

To be eligible for the Teaching Excellence Award, a faculty member:

- Must have completed four years of full-time (tenure-track) teaching at MMC at the time of nomination;
- Must not have received this award within the immediately preceding seven years.

Policies Specific to Students

Academic Honesty Policy

(Written by Academic Honesty Committee, approved by Faculty Council 9/2005 and is published in the Student Handbook, the college website, and the FT and PT Faculty Handbooks)

Link to Policy: <https://www.mmm.edu/offices/academic-advisement/academic-standing-policies.php>

MMC fosters an academic community; students and faculty work together to create a learning experience that imparts knowledge and forms character, the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty, one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that a student understands her/his true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work – on the computer or in writing, is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of his/her own work toward his/her own level of achievement; this will create a true community of dedicated, life-long learners.

(See Appendix B for the complete description of policy, process and relevant form)

Academic Standards and Policies

(MMC College Catalogue)

Link to Policy: <https://www.mmm.edu/offices/academic-advisement/academic-standards-amp-practices.php>

Academic Standards

College and universities in the United States establish and consistently apply standards of “good academic standing” to evaluate the progress of all students matriculated for degrees. Colleges and universities define and apply measures of good academic standing in two categories leading to degree completion; academic progress and academic pursuit.

Academic Progress

Academic progress is a qualitative measure; matriculated students must attain and maintain a minimum GPA of 2.0 for each semester and cumulatively.

Academic Pace

Academic pursuit is a quantitative measure; each academic year matriculated students must complete a specified number of credits.

Probation

Students are placed on academic probation when they do not meet requirements for good standing for either progress or pursuit. Students on probation for progress:

- May not receive a grade of incomplete during a probationary period
- May not enroll for an independent study, internship or research project
- Will not receive approval for Maintenance of Matriculation
- May not register for more than 12 credits in a fall or spring semester until they regain good standing and must see an advisor in the Office of Academic Advisement, in addition to a faculty advisor, in order to be cleared for registration for the subsequent semester.

Academic Suspension

Academic suspension is recommended when, after two consecutive semesters in the college, a student has earned a cumulative GPA of 1.0 or less, and when even if mathematically possible, it would be highly unlikely, for the student to achieve a 2.0 cumulative GPA over the next semester. Students placed on academic suspension may not enroll in the college for a period of at least two consecutive semesters. To apply for re-entry, students must meet requirements outlined in the Student Handbook.

Academic Dismissal

- Academic dismissal will also be recommended when at any point during a student's probationary status it is mathematically impossible for the student to attain a cumulative GPA of 2.0, within the prescribed probationary period.
- A student who has been suspended or dismissed from the college may submit an appeal in writing to the Vice President for Academic Affairs.

Attendance

(Approved by APC, 12/2006; Amended by APC, 5/2016)

The College will support the attendance policy of an instructor, provided that policy is clearly explained on the instructor's syllabus. However, a student may not be permitted to begin attending a course after s/he has been reported as non-attending in the Dept. of Education Non-Attendance Report (EDNAR). Please send any student who first arrives after this report has been completed, to the Center for Student Services.

Non-Attendance Due to Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious observance, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, they should consult the appropriate Chair. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

Absences Due to Pregnancy or Related Conditions

Marymount Manhattan College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Title IX Coordinator, Rebecca Pinard (rpinard@mmm.edu) 212-517-0561

Absence Due to Military Service

Students who receive military orders for active duty or deployment will receive "W" (Withdrawal) grades for the term. An exception to this policy can be made if a student receives military orders after the eleventh week of classes, has completed approximately 80% of the assignments, and can reach an agreement with the faculty (at the faculty member's discretion) about how missed work will be made up. Annual Training (AT) or other normal training orders are not considered mobilization or active duty orders. Students who receive orders for Annual Training should make a formal request to postpone their orders until the end of the term. If their request for postponement is denied, and the student and faculty member can come to an agreement about how the missed work will be made up, then the student may remain eligible for credit and grades without penalty for absences due to routine training. For more information, please see the Military Withdrawal Policy.

Credit Hour Policy

Approved by APC 11/2015

Marymount Manhattan College degree programs are approved by the New York State Education Department (NYSED). The College's method for awarding credit for courses in degree programs follows NYSED guidelines, which are based on the U.S. Department of Education's definition of credit hour.

The faculty of the College are responsible for all aspects of the curriculum and degree program requirements. The College has a curriculum committee that reviews proposed new and revised courses and degree programs, including the credit hours associated with each.

NYSED – CREDIT HOUR DEFINITION

All courses and degree programs at the College must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

- Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

U.S. DEPARTMENT OF EDUCATION – CREDIT HOUR DEFINITION

The U.S. Department of Education defines credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

MIDDLE STATES ACCREDITATION

Marymount Manhattan College is accredited by the Middle States Commission on Higher Education (MSCHE).

MSCHE issued a “credit hour policy” in August 2012 that requires MSCHE institutions to comply with the U.S. Department of Education’s definition of “credit hour.” MSCHE also noted in the statement that institutions must provide this information to the Commission’s evaluators “at appropriate points of accreditation review so they can verify compliance with the credit hour regulations.”

POLICY

Today there are many types of educational experiences with which credit hour assignment may properly be associated.

In the interest of accurate academic measurement, the following definitions and practices pertaining to the relationship between contact and credit hours apply. Courses may be composed of any combination of elements described, such as a lecture course which also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

A credit hour is normally granted for satisfactory completion of 12.5 hours of classroom instruction per semester. Credit hours are granted for various types of instruction as follows:

Lecture, seminar, quiz, discussion

A credit hour is an academic unit earned for a minimum of 12.5 hours of classroom instruction with a normal expectation of 25 hours of outside study per credit over the course of the term.

Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)

A credit hour is awarded for the equivalent of fourteen periods of such activity, where each activity period is 160 minutes or more in duration with little or no outside preparation expected. Where such activity involves substantial outside preparation by the student, the equivalent of fourteen periods of 110 minutes duration each will earn one semester credit hour.

Supervised individual activity (independent study, individual studio, tutorial, research)

One credit for independent study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded for the equivalent of 37.5 hours of student academic activity.

Experiential Learning

At its discretion, MMC may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one credit hour will be awarded for each 40-hour period of supervised activity that provides the learning considered necessary to program study plus 5 hours of outside study.

Miscellaneous

At its discretion, MMC may award credits for mastery demonstrated through credit-by-examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree. MMC may also award credits through Prior Learning Assessment; see <http://www.mmm.edu/academics/about-the-program.php> for information.

Appeal and Review

Faculty may present educational justification for departures from these policy provisions to the Vice President for Academic Affairs. Credit hours to be earned in approved international academic programs will continue to be considered on an individual basis following established procedures. Other special arrangements suggested by partner institutions will be considered on an individual basis by the Office of Academic Affairs.

Family Education Rights and Privacy Act (FERPA)

(U.S. Department of Education)

Link to Policy: <https://www.mmm.edu/offices/center-for-student-services/privacy-policies.php>

The Family Educational Rights and Privacy Act (FERPA) govern our responsibilities to our students. There are two basic regulations to which we must adhere:

Individuals, who are independent* and have attained maturity in the eyes of the law (18 years of age), have the expectation of privacy with regard to their whereabouts, educational records (including grades), behavior, and any other information that may be known to us, as faculty members, staff or administrators of an institution of higher learning, unless those individuals have waived those rights by making a written statement to do so in a specific authority or agency.

For example: Students applying for law school usually supply to MMC written authorization to disclose information about her/his disciplinary record, while in attendance at MMC, as part of a law school application. Such authorization does not permit MMC to disclose such information or any information to any institution other than the one named in authorization.

Faculty, staff, and administrators may not discuss any matter concerning any student (who has attained 18 years of age) with any individual, including a parent, without the express written consent of the student. This regulation holds for informal as well as formal discussions, meetings, telephone conversations, written correspondence, etc.

If you are contacted by a parent, spouse, employer, sibling, guardian of any student, you must invoke FERPA and gently end the conversation. If the individual who has made the contact is not satisfied by your response, you may refer that individual to the Associate Dean for Academic Affairs. You should never sidestep the law.

Occasionally law enforcement officials seek information about particular students. If you are ever contacted by a law enforcement agency or official, you should always refer those individuals directly to the Vice President for Academic Affairs.

*Students, who are dependents of their parents, are not necessarily covered by FERPA; however, you may not accept a parent's word that his/her daughter is a dependent. The Center for Student Services can confirm the student's status.

All staff and faculty will need to complete EEO, FERPA and Sexual Harassment training on an annual basis.

Grades

Link to Policies: <https://www.mmm.edu/offices/academic-advisement/grading-policies.php>

Grading Policy

(MMC College Catalogue)

The grading policy for the College is described below and also appears in the College Catalogue. The manner in which you arrive at final grades for your students is up to you and must be explained in your course syllabus. It is recommended you confer with your Chair on your grading policy. It is also a good idea to review the grading policy verbally with your students in an early meeting of the class. It is wise to create a variety of opportunities for assessment of student performance: for example, daily or weekly quizzes, quick in-class writing assignments, short student presentations – so that students remain closely connected to the course and its materials. Faculty are encouraged to conduct assessment of the learning goals of the course early in the term and provide prompt feedback to the student. For students whose performance puts them at risk of failure in the course, submission of an Early Alert notice is crucial.

Determining Grades

(MMC College Catalogue)

For students who have completed the course, faculty may assign letter grades "A" through "F" or "P" if the course is graded Pass/Fail or if the student has elected the Pass/Fail option. This option must have been chosen by the student by the end of add/drop period. Reminder: Students may not elect to take either Core courses or requirements in their major under the Pass/Fail option.

For students who are taking the course as an audit, assign the grade "AU." Information on auditors can be found in the College Catalogue.

For students who have not completed the course, faculty may assign "INC" (Incomplete) only when a student has completed a major percentage of the course work and, due to extenuating circumstances, is unable to complete a final assignment, paper, or exam. If an "INC" grade is assigned, an "Incomplete Clearance Plan" (available in the Center for Student Services (CSS) or in Appendix C.ix.) must be completed to clarify the conditions and deadline by which course work must be submitted. The official deadline for "INC" grades to be changed to a letter grade is October 1 for spring and summer courses; March 1 for fall and January courses; past those deadlines, all "INC" grades are changed to "F" grades.

For students who did not complete the course by no longer attending, faculty will assign the letter "N." After all grades are submitted, CSS staff will run a report on the "N" grades and convert them to "F." Students who received all "F" grades for a given semester will have their

financial aid recalculated to the mid-point of the semester, as permitted by federal law. The policy on student withdrawal from a course(s) is described in detail in the College Catalogue.

Grade Appeal Policy

One of the most essential assets of our higher education system is the imaginative and resourceful atmosphere encouraged by the existence of academic freedom on campus. As part of such freedom, faculty members have accepted the responsibility, in concert with their colleagues, to design and approve the curriculum. They have selected instructional materials, elucidated course goals, and determined the method of evaluation of student performance in their classes. Therefore, faculty should be afforded the highest degree of autonomy possible, though students should be provided with a procedure for addressing grade disputes.

As an institution, Marymount Manhattan College asserts that grades earned by a student reflect the quality of his/her academic performance, as judged by the instructor of the course; in the spirit of academic freedom, the course instructor should have sole responsibility for determining all academic grades.

The institution recognizes that, though rare, a student may feel that his/her work has been graded unfairly, or that his/her grade is based on some standard other than academic performance in the course in question. In such cases, the Grade Appeal Procedure offers the student a vehicle by which to seek clarification and/or resolution. Only instructors have the authority to change a grade unless a review and change of grade determination occurs through the Academic Review Committee.

[\(See Appendix B for the complete policy and procedures\)](#)

Overtallies and Wait List

August/2010

During the early registration period of each upcoming semester (Fall and Spring), students may waitlist themselves into a closed course section using MMC Connect. Towards the end of this period, each waitlisted course is reviewed by the Chair of the appropriate Division, who will then grant permission on Colleague to those students who may be permitted to join the course. These students will be notified by email and must register themselves within a given period of time. Following such a review, all waitlists will be closed, and students who still wish to be overtallied into a closed course section must now do so by contacting the divisional chair directly. If approved, the Office of Academic Advisement will be notified by email or other written means, and upon the consent of the student, the Dean of Academic Advisement and Student Retention or the Registrar will permit the student to register for the approved seat.

Prior Learning Assessment

August 2012

Prior Learning Assessment is a process through which students may earn credit for college-level learning previously acquired through employment, professional experience, or other training and study. Credit is given only for prior learning that corresponds to a particular course offered at MMC. To apply for credit, students prepare a portfolio to be assessed by the faculty, which provides evidence of achievement of the learning goals for course(s) for which the student is seeking credit.

The standard of student achievement for awarding PLA credit is the same as that applied to a student taking the MMC course in the classroom. The faculty evaluator may interview a student or request additional materials before writing the evaluation. The criteria for evaluating a portfolio include the following:

- **Credible Authenticity:** the products submitted for evaluation (articles, documents, recording, etc.) must be the student's own work. If the student has a secondary involvement or responsibility for the activity or outcome, this must be made clear and the student's actual role clearly attributed and assessed.
- **Degree of the Breadth and Depth:** credit is awarded for the degree and quality of learning acquired, not for the amount of experience accrued. The portfolio should address growth and progress in level of difficulty and expertise as well as the student's ability to connect his/her learning to the concepts and content of the academic discipline(s) in which the student seeks credit. The learning presented for assessment must be college-level work: that is, it must have the scope, complexity and content commensurate with academic course work at the level for which credit is sought.
- **Quality of Learning:** this includes the quality of the written narrative; the degree to which the student is able to articulate the learning goals of the equivalent course and relate them to Prior Learning; the quality of the products submitted for documentation as assessed by their complexity, difficulty and level of professionalism; the depth of knowledge acquired through Prior Learning as evidenced by specific examples where the student has engaged critical thinking and/or creative processes in a significant manner.

The process for applying for Prior Learning Assessment is as follows: the student meets with the Dean of Academic Advisement and Student Retention, in the Academic Advisement Office for a general assessment of the viability of pursuing credits for prior learning within the context of his/her degree requirements. If deemed viable, the student then meets with his/her Academic Advisor to determine which course(s) could be completed through Prior Learning Assessment. Student and advisor complete the top half of the "Prior Learning Assessment Application Form" and the student submits it to the Associate Dean for Academic Affairs. The student then meets with the Associate Dean for Academic Affairs to review the application; if approved, s/he determines which division might best evaluate a student's work. The student subsequently meets with the appropriate division chair, who will determine who among the full-time faculty can evaluate the student's work, and provides the student with copies of the relevant course syllabi. Once an evaluator has been identified, the sponsoring faculty member and the division chair sign the bottom of the "Prior Learning Assessment Application Form," then the student returns it to the Associate Dean for Academic Affairs, who signs and files the form with the Registrar, which triggers the student to be registered for PLA 001, a placeholder that lasts one semester and does not involve billing.

After registering, the student creates a portfolio and submits it to the faculty supervisor, normally within one year of registering for PLA 001. A portfolio evaluation normally takes three to four weeks. After reviewing the portfolio, the faculty supervisor completes the "PLA Credit Submission Form" and indicates whether full, partial or no credit will be awarded. The faculty supervisor returns this form to the Associate Dean for Academic Affairs with the portfolio. Upon submission of the form, the student is billed per credit assessed (not on how many credits are awarded). Course credit earned through PLA will appear on the student's transcript as "Life Experience." A student may appeal the outcome of a PLA evaluation through the same

procedure by which a student would appeal a grade for a course at MMC. (See Grade Appeal Policy.)

For more information on Prior Learning Assessment, contact Interim Associate Dean for Academic Affairs Kathleen LeBesco (Klebesco@mmm.edu)

SECTION VI. MMC PROCEDURES FOR FACULTY

The Procedures described below have been developed and revised over time by teams of faculty and staff at MMC to ensure the safety and security of all MMC personnel and effective communication among administrators and faculty and faculty and students with regard to overall operations and the submission of required reports.

Alcoholic Beverages

Alcoholic beverages are prohibited at all student events sponsored by students or by the Division of Student Affairs. Alcoholic beverages are permitted to be served at all other events by a licensed bartender hired through Marymount Manhattan Dining by Chartwells

Absence from Class

Faculty are expected to conduct all class sessions for their courses each semester. Classes should not be cancelled indiscriminately. However, if an emergency arises or if you are ill, please contact your Division Chair immediately, who will attempt to arrange for a substitute. Please then go to the MMC homepage and click on "Faculty and Staff." Click on "Cancel a Class" and follow directions. Students will be apprised via the MMC website that your class will not meet that day. You will be expected to make up the missed class session.

If you cannot access a computer, notify the Center for Student Services (CSS) at 517-0501 or 517-0502. **Whether you cancel your class via the MMC website or the CSS, your Division Chair must be notified.**

Faculty members are expected to make arrangements to make up a class, but not necessarily by scheduling an additional meeting. Because finding a suitable time is so difficult, given space and other scheduling constraints, faculty may instead assign an independent project of some variety to make up for the lost time.

If you cannot reach the CSS by telephone for an early morning, evening, or a Saturday class, please call or email your students directly and send a copy to the Division Chair. Their telephone numbers are on your class roster. Please confirm the accuracy of these numbers and consider obtaining their business/mobile telephone numbers as well. It would be a courtesy to call your students, so they do not have to make the trip to the College to learn that the class has been cancelled. This is especially important for working adults who may be making the trip for your class only.

Alternatively, you can email your students individually or as a broadcast message from Blackboard if you are using Blackboard. Please be sure to email your Division Chair whenever a class meeting is canceled.

Attendance/Reporting Non-Attendance (EDNAR)

Reporting Non-Attendance as required by the U. S. Department of Education (ED): The EDNAR

Each term the Registrar collects data on students who have registered in order to determine if they are attending, never attended or stopped attending all of their classes. This information

assists the College in determining the Census numbers and directly impacts a student's financial aid eligibility. Faculty's assistance in accurately reporting your students is vital and necessary. However, beyond this one time recording of attendance, each faculty member should keep attendance records for every class session for other reasons:

- **Grading**—especially if you award credit for class participation and need to know who has participated.
- **The Registrar** may request the last date a student attended or submitted assignments.
- **The Business Office** may request information for the last date a student attended for tuition refund/credit purposes.

MMC is not required to maintain a daily record of attendance. However, we need an absolutely accurate record of students **who have not attended class at all or who stopped attending and the last date attended or date when assignments were submitted**. If your class is taught online, "attendance" is determined by the number of times the student accesses your online site.

Special Note on EDNAR and Final Grades: When reporting final grades for the term, faculty can mark a student with an N (unofficial withdrawal) grade to indicate the student had stopped attendance by providing a last date of attendance or by flagging the "Never Attended" box*.

* Faculty who mark a student as "Never Attended" when submitting final grades should report the same attendance data given at the time of EDNAR submission. For example, if a faculty gives an N final grade and indicate "Never Attended" for a student, the faculty should have marked Never Attended on his/her EDNAR submission on the class roster.

Any discrepancies between final grades and EDNAR reporting may affect a student's financial aid. Faculty will be contacted for clarification. Detailed instructions are sent electronically each term as the reporting date approaches.

Audio/Video Equipment (How to Request)

Most classrooms are equipped with VCR and DVD players. On the occasion where such equipment is needed, the Library will supply it with at least 24 hours' notice for scheduling. Equipment of all types is issued to faculty and staff only. If a student needs AV equipment the professor should make the request to Jordan Horsley, Coordinator of Media, in advance. Check-out and return takes place on the same day and is concluded before the closing of the library. If any further information or clarification is needed, please call x805.

Access to Classrooms

Security is responsible for ensuring that classrooms are open for the classes scheduled. However, should you find your classroom locked, please contact Security at x411 to unlock the door.

Admittance to the MMC Campus

Access to the College beyond the main lobby security desk is available only to persons with proper MMC ID. Faculty are instructed how to obtain an MMC ID on or around their start date. Each calendar year, the MMC ID is updated each year with a sticker by the Security Staff.

All guests must sign in at the security desk, indicate their destination, and receive a Day Pass. If a faculty, staff, or student is hosting a visitor for the day, he/she will be accountable for the behavior of his/her guest.

Class Rosters

Class rosters are available via the Faculty Portal. To Access the Faculty Portal click MyMMC on the top of the MMC Home Page and log in. Under the “Faculty Applications” section in the middle of the screen, click “My Course listings” for instructions on how to use MMC Connect to create your Rosters.

You can view [this video](#) to learn more about using the Class Roster System.

Class Rosters will help you confirm that only students registered for your class are attending.

If a student has applied for a “Preferred Name Change”, the Preferred name will appear on the Roster.

If a student has registered late or has changed his/her program after the start of classes, that information will be available to you on the continuously updated version of your roster. Students may also be able to produce their approved Registration Agreement Form or Program Change (PC) Form, which can confirm late registration and the student’s official enrollment in your course.

Students may not be permitted to remain in class if:

- Their official or preferred names are not listed on the current version of the roster, or
- They cannot produce a copy of their Registration Agreement Form or Program Change (PC) Form confirming their late registration.

Note: Students who are auditing the course are still required to either register online, file a registration agreement, or program change form.

The official period for adding and dropping classes is published in the course bulletin. Since this is the only time during which students may alter their registration, it is imperative that you immediately send any student who is not on your current roster to the Center for Student Services or the Office of Academic Advisement to file a program change(PC) form. The staff in the CSS will make every attempt to assist the student to resolve registration problems. In special cases, the department or division chair may need to approve the program change form. Academic Advisors will be available to consult with students who may need to make program changes.

Equally important, the names of students who are listed on the roster but who do not appear for class during the first two weeks of classes, which coincides with the program change period, must be reported as not in attendance on the U.S. Department of Education (ED) Non-Attendance Report (EDNAR). Instructions for submitting this report are sent to faculty each term

or semester. All faculty must submit an EDNAR for each class regardless of whether or not all students are in attendance.

Remember: Students must be registered in order to receive a grade or credit for a course. However, students whose names remain on the roster, who have not been in attendance, must be assigned an “N” grade at the end of the semester. The “N” grade represents an official withdrawal, and will be converted to an administrative “UW” grade. The N/UW grades will be tabulated as a failing grade.

We encourage you to download and print a roster from MMC Connect regularly throughout the semester to determine the most current status of any student originally enrolled for your course; that is, your updated roster will inform you about whether or not a student has withdrawn from your course.

Contact Information

At the time of your hire, you will be asked to complete a Faculty Contact Sheet. If your address changes, after we have received your personal and contact information, please complete the Change of Address form available on the MMC website and complete a new W-4. Failure to do so may result in a lost paycheck.

Contracts

Tenured and tenure-track faculty are sent an annual contract for the next academic year at the end of March preceding that year. Faculty are asked to sign and return the contract to the Office of Academic Affairs at that time.

Course Cancellations

The College must reserve the right to cancel those classes it deems insufficiently enrolled. Decisions on cancellations are made by the Vice President for Academic Affairs in consultation with the Divisional Chair. Undersubscribed courses are cancelled as soon as possible before the semester begins but may be cancelled as late as the day before classes begin. Programmatic need as well as anticipated late student registration is carefully considered before decisions are made. Faculty members are notified by the Chair of their Division; students are notified by the Center for Student Services.

Early Alert Notification

Within the first few weeks of each semester, faculty members are asked to inform the Office of Academic Advisement of students who might be experiencing difficulty in individual courses. Early Alert is an academic warning system used to report students who, due to poor academic performance or sporadic class attendance, are in danger of failing. Through the use of this system, students who find themselves at risk of failing one or more courses are able to receive appropriate individual advisement support. In order for the Academic Advisement staff to intervene in an appropriate and effective fashion, faculty members are strongly encouraged to submit Early Alert Notices prior to mid semester. However, should problems arise subsequent to the mid-semester, faculty are encouraged to file the notice at that time.

Early Alert Notices may be submitted electronically through the College's Staff & Faculty page of the website or may be completed manually and returned to the Office of Academic Advisement.

Emergency Procedures

Link to MMC Emergency Response Procedures:

<http://www.mmm.edu/offices/campus-safety/emergency-response-plan.php>

Fire

If you discover a fire in the building, activate the alarm by pulling the box handle on the floor on which the fire is located. This alarm will summon the New York City Fire Department; it will also alert other persons in the building to an emergency evacuation procedure. After activating an alarm, proceed to the nearest office or to Security personnel to inform them of the situation.

Fire Drills

Drills must be held at least three times every year. We ask your cooperation in not using the elevators and in leaving the building promptly.

Medical Emergencies

If a student becomes ill during your class, contact Campus Safety and the Office of Student Affairs. Campus Safety will call for an ambulance if requested by the student. We ask that the student have a follow-up meeting with the Vice-President for Student Affairs or Student Affairs staff. If you or another faculty member becomes ill on campus, please seek help in the most expeditious manner possible and notify or have someone notify your Chair, the Division administrative staff, and the Office of the VPAA.

Other Emergency Situations

In case of non-medical emergencies, please contact the Security Desk at Ext. 411. If you are not able to contact any college personnel, dial 911 immediately. The Security Desk, located in the main entrance lobby, is staffed 24 hours a day. Each elevator in the college is equipped with an emergency phone that connects directly to the Security Desk. Campus Safety personnel reports all emergencies, incidents, thefts, crimes, and other problems to the Director of Campus Safety/Supervisor. Anyone in the College community who witnesses a violation of College policies, crime, or any suspicious activity can also call the security tips hotline at (212) 774-4878. All calls are kept confidential.

Response to Incidents

All reported incidents are investigated immediately and, if corrective action is possible, remedied. A report is filed for every incident that occurs on College property. The reports are kept on file in the Security Office. In addition to responding to all incidents immediately, the Security Personnel will notify the Security Supervisor as soon as possible. In cases involving misconduct of a student, the Office of Student Affairs will also be notified.

(See Appendix B: MMC Campus Security Emergency Response Guide)

End-of-Term Course Evaluations

Student evaluations of courses are conducted each semester. Toward the end of the semester, instructions and evaluations are sent by the Office of Academic Affairs to the faculty for distribution in class. The completed forms are to be delivered to the Office of Academic Affairs by a student and are to be reviewed with the faculty member by the Divisional Chair or Department Chair after the semester has ended and final grades have been submitted. The College believes that course evaluations are an important measure of student learning for the faculty member and the College.

(See Appendix C: End-of-Term Course Evaluation Form)

Facilities Management (Reporting Facilities Problems)

For the Carson Hall, Nugent Hall, Faculty Center, and Martha Graham Studios:

Any hot/cold temperature calls, repair requests, installations, furniture moves, special requests, etc. should be directed to ext. 449 or ext. 489. If no one picks up at either of those two extensions, please send an email with the request to **ALL** of the following addresses: rformosa@mmm.edu, and cgonzalez@mmm.edu. In case of an emergency please call the front desk at ext. 411. (Security can reach maintenance by radio).

Faculty Development Funds: Full-Time Faculty

If you wish to apply for funding to attend or present at a conference or to enroll in a workshop or short course, review the instructions below and submit your application to the Office of Academic Affairs. The form is updated every year.

Purpose

The Faculty Development Fund is designed to promote teaching excellence and the research and creative endeavors of faculty members at Marymount Manhattan College. Requests may take the form of a presentation of one's scholarly/creative work, conference attendance in which a faculty member has a unique function to perform, or attendance at a conference designed to assist faculty in developing curricula and improving their teaching. All full-time tenured and tenure-track faculty members are eligible to apply. Applications must be submitted prior to the event for which you are requesting funding. Multiple awards may be given to the same faculty member if funding is available.

Proposal Evaluation and Funding Limits

A presentation of one's scholarly/creative work is viewed as the initial presentation of original research or creative activity that has been invited or selected through a review process. This may take the form of a paper presentation, poster, exhibition, or performance. Additional presentations on the same topic will not be funded unless the applicant demonstrates a majority of the work is new. It is expected that the presentation will ultimately lead to a full scholarly publication or equivalent (exhibition, performance, major art show, etc.).

Conference attendance in which a faculty member has a unique function to perform may include such roles as a respondent to a panel, association officer, conference/event organizer, etc.

Attendance at a conference designed to assist faculty in developing curricula and improving their teaching include participation in master classes, short courses and workshops.

The Faculty Development Fund is designed to support activities that bring honor and recognition to the college. Current year Funding limits are indicated in the policy

If funding is approved but plans for presentation or attendance change, please notify the Office of Academic Affairs so that unexpended funds may be reallocated.

(See Appendix B: Full-Time Faculty Development Fund Request procedures and Appendix C for the Request Form

Link to Online Policy and Form: <http://www.mmm.edu/faculty/faculty-internal-forms/index.php>

Faculty Development Funds: Adjunct Faculty

Eligibility Guidelines

An adjunct faculty member may apply for one (1) or a combination of three (3) grants per year from the fund, but not to exceed \$750 on an individual or cumulative basis. To be eligible, the adjunct faculty member must have taught at least one (1) Fall or Spring semester at the College in each of the five (5) years immediately prior to a given semester. The funds may be used for research in his/her field, travel, room, board or other expenses incurred for verifiable active participation at an academic or professional conference or meeting.

Application Process

Applications are reviewed and approved at the start of the fall and spring semesters. The Adjunct Faculty member must submit this application and supporting documentation to the Office of the Vice-President of Academic Affairs by September 15th for the Fall Semester and February 15th for the Spring Semester. The Adjunct Faculty member may apply for funding for a conference they previously attended up to 3 months prior to the semester due date, but they should be aware that the availability of funds is limited. The Vice President for Academic Affairs (or designee) will review each application. Applicants will be notified of the decision in writing to approve or deny.

(See Appendix B: Adjunct Faculty Development Fund Request procedures and Appendix C for the Request Forms

Link to Online Policy and Form: <http://www.mmm.edu/faculty/faculty-internal-forms/index.php>

Graffiti

If faculty notice graffiti or hate messages anywhere on the premises, they should contact Security (Ext. 411) as soon as possible.

Grade Submission

1. MMC Connect (for Faculty) – Go to the homepage of the MMC website and click on MMC Connect.
2. Click on “MMC Connect for Faculty” and log in.
3. Click on “Grading”. Select the appropriate term and press “Submit.”
4. Click on “Final Grade.” You will see a list of all courses you are teaching.

5. Choose one of the courses you are teaching. Then press "Submit."
6. Input grade for each student; check over, and press "Submit."

If you submit any INC grades, you will complete an "Incomplete Clearance Plan" for each of them. The Plan should be signed by the faculty member and the student; alternatively, a copy of an email exchange between faculty and student can be sent to the Assistant Registrar.

After you have submitted your grades via MMC Connect, you must go to the Center for Student Services and file a Grade Change Report to change a grade. The Report must be signed by the Associate Dean for Academic Affairs.

You will have adequate time to input your grades electronically in MMC Connect, but not to calculate them or analyze them, so be ready to input only. If you have a large class, you may want to input half of the grades submit; close the screen; open it again and input the other half.

After you submit your grades, we recommend that you close the screen, and then reopen it to see that your grades are listed. Only then will you know for sure that you have completed the process correctly. You should print of copy at this point for your records.

If you have any questions about grades, email or call Regina Chan, Registrar in the Center for Student Services (rfalconer@mmm.edu) or 212-517-0501. If you have difficulties logging in to MMC Connect, please call the Help Desk at 212-517-0580 or email usersupport@mmm.edu.

As the Center for Student Services staff is responsible for a variety of reports that depend on the timely submission of grades, it is very important to submit grades within the published timeframe each semester.

Letter of Agreement (Adjunct faculty only)

Every term, each part-time faculty member receives a Letter of Agreement (LOA), via MMC email, indicating his/her teaching assignment, guidelines for developing and submitting your syllabus, instructions for accessing your roster(s), submitting your U.S. Dept. of Education Non-Attendance Report (EDNAR), due dates for grades submission, pay dates, and compensation for the semester of employment. (See Appendix for example.) A copy of this LOA must be signed and returned to the Office of Academic Affairs or you may send an email acknowledgement upon receipt.

Mailboxes/Mailroom

Please check with your Division administrative assistant as to the location of your mailbox. Should you have a mailbox in Lower Level Nugent, a rather open area, you are advised to be cautious about receiving and returning student papers via your mailbox. You may want to advise students to leave papers for you in a sealed envelope and, in turn, you return them to students in similar fashion. That way, passers-by are discouraged from helping themselves to term papers or otherwise private information on grades/evaluation that should be exchanged only between you and your students.

The Mailroom is responsible for receiving and placing mail in these mailboxes. Mailroom personnel also handle all deliveries, incoming and outgoing mail as well as maintaining copiers.

Deliveries and pickups are done twice a day (morning/afternoon). Hours of operation are Monday - Friday 9:00am - 5:00pm Mailroom coordinator: Jason Marrero ext. 423.

Military Leave Policy

Military Leave Process

Students on military leave who receive orders for active duty or deployment will receive “W” – Withdrawal grades for the term.

- The student must present a copy of their military orders to the Office of Academic Advisement and file a Total Withdrawal Form.
- Depending on when the student withdraws during the term, tuition, fees, and financial aid including veteran’s benefits may be adjusted.
- If the student has direct loans that are in an in-school status, an in-school deferment status, or in a grace period status, student should call her/his loan servicer and request a "Military Grace Program" deferment. This option can extend the grace period of the loan up to three years and is only available to students withdrawing from college as a result of military recall or deployment.
- Students on military leave are encouraged to file a Maintenance of Matriculation form. Filing for maintenance of matriculation will enable the student to remain in his/her original academic catalogue program. Maintenance of matriculation is only available for 2 consecutive semesters after which the student must apply to readmit. A status of maintenance of matriculation allows a student who returns to Marymount Manhattan College, to retain the requirements in their catalogue and not be subjected to new degree program requirements in the current academic catalogue.

Exceptions to Process

- If a student receives military orders after the eleventh week of classes, the student has the option not to withdraw from those classes for which the student and faculty have come to an agreement about how the student will complete the coursework and how the final grade will be calculated.
- Should a faculty member assign an incomplete grade, the student must follow the incomplete clearance plan between the student and faculty member. The MMC incomplete grade policy remains in effect. Failure to complete the assigned work, test, papers, and so forth, within the faculty member’s deadline, or the published last date to submit an incomplete grade will result in an “F”-failure grade.
- Routine Annual Training (AT) exercises or other routine training orders are not considered recall, mobilization or active duty orders. Students on routine annual training will need to comply with MMC’s General Attendance Policy – (refer to 2015-16 MMC Academic Catalogue page 179) which includes compliance with the faculty’s attendance policy. Failure to comply with MMC’s attendance policy can result in academic penalties. If Annual Training impacts enrollment, students should make a formal request through their chain of command to postpone their orders until the end of the term. If their request for postponement is denied, and the student and faculty member can come to an agreement about how the missed work will be made up, then

the student may remain eligible for credit and grades without penalty for absences due to routine training.

MMC ID card, Email and Network Account

Within a few days of completing employment paperwork, you will be given instructions on how to obtain an MMC ID card and activate your MMC network account. Each calendar year, you will receive a sticker to affix to your MMC ID with the current year on it.

During terms when you teach including January and Summer I and II, you will want to check your MMC network account once a week to receive important instructions and due dates for submissions throughout the term.

Your MMC network account is the only way we can communicate important information to you and the preferred way for you to communicate with MMC students. New faculty are sent a preliminary log-in and instructions on how to activate your network account. You must activate this account via a campus computer in your office or in a Division Office, the Nugent Lounge, or the Shanahan Library. Subsequently, your access to the network is accessible to you from any internet-equipped computer off campus, using your MMC network login and password. From off campus, you are able to access your MMC email and the MMC website, including MMC Connect. Hence you are able to complete the student non-attendance report (EDNAR), submit grades, enter textbook information, etc. You are not able to access documents saved on the P Drive from off-campus.

Multi-Purpose Machines

Multi-Purpose machines for copying, printing and faxing are available for your use in the following locations:

1. Carson Hall: Lower Level, 501, Carson 6, and Carson 7
2. Nugent Hall: Theatre Office, Nugent 4 (Center for Academic Advancement)

You can confer with your Division Support Staff on which machines offer fax as well as copy/print capabilities. In general, you can print to the multi-purpose machine closest to your office if you do not have a printer in your office. In order to copy or fax, you will also need to obtain the access code for your Department /Division from the Support Staff.

Parents and guardians will occasionally seek information from faculty, advisors, and others regarding their student's performance and experience. We recognize that such requests reflect the desire to support their student's personal and academic success. This document explains the goals and constraints that shape our conversations with parents and guardians.

MMC Faculty-Parent Communication Policy

Approved by Academic Policy Committee 9.12.18

MMC regards its students as capable of assuming primary responsibility for conducting their lives and making their decisions. We recognize varying levels of maturity, as well as decision-

making and self-advocacy skills, among our students, and view the college experience as an important opportunity to develop these skills that will serve them as effective and responsible adults.

Guidelines for Parents

We ask parents inquiring about grades or academic performance to obtain the information they seek directly from their student. If parents are unable to obtain this information from their student, there are legal conditions under which we may be able to provide the necessary data for students who are legal dependents and under the age of 21. We are always willing to explain policies and protocols of MMC and to consult with parents as they counsel their students.

Parents should use caution when deciding to intervene with a faculty member on their student's behalf, doing so only when absolutely necessary. The faculty member will first consult with the appropriate administrative office and require the student's permission to communicate directly with the parent/guardian before responding. The faculty member may ultimately refer the parent to the Office of Advisement or the Office of Academic Affairs (for academic matters) or Office of Student Affairs (for student life matters) as appropriate.

Guidelines for Faculty

On the occasion that a student's parent or guardian directly contacts a faculty member to obtain information or to advocate on their student's behalf, the faculty member should consult with a dean in Advisement or Academic Affairs for academic matters, or a dean or VP in Student Affairs for student life matters. Division Chairs may also serve as a resource for faculty in determining next steps. The administrator will determine whether the query pertains to the student's education record or not, and will advise whether the student has waived their FERPA rights to allow this parent or guardian access to their education record. The faculty and administrator together will determine who should respond to the parent, and how, considering the student's level of willingness for information to be shared.

Payroll

Full-Time faculty are paid bi-weekly and adjunct faculty are paid 4 times during the fall and the spring semesters, and one time at the end of each winter, summer I, summer II, and summer III sessions. Adjunct faculty should consult your Letter of agreement for the pay date(s) for the semester within which you are teaching.

Your paycheck will be mailed at the end of the business day the Wednesday of pay week. Those employees set up for direct deposit can expect their funds to be in their account Thursday or the pay week. All employees are encouraged to sign up for direct deposit which can be done through the ADP HR/Payroll Portal. A payroll schedule is available in the ADP HR/Payroll Portal.

If you have any questions, please contact Payroll at 212-517-0535.

School Closings

Weather or emergency conditions may result in the closing of the College. If so, an announcement will be made early in the morning through *Alertify*, the College's emergency notification system. You must provide contact information to the Office of Institutional Technology to be connected to this system. Information is also posted on the MMC homepage and will also be broadcast on WOR 710 AM; WABC 770 AM; and WCBS 880 AM

Submitting Your Course Syllabus

Each semester or term you teach, you are asked to submit your syllabus to the Office of the Divisional Chair and, electronically, to the Office of Academic Affairs at AcademicSyllabi@mmm.edu. Each student should receive a copy of the course syllabus at the first class, or the latest, by the end of the first week of the semester.

The syllabus should be considered binding, as written, unless changes are made by the instructor with sufficient notice to the students and to the Divisional Chair.

(See Appendix B: Information for Student Syllabus)

Textbooks and Other Required Books

Ordering Textbooks and Course Packets

Students frequently purchase their textbooks at Shakespeare & Co. (Lexington Avenue between 68th and 69th) or Barnes and Noble (5th Avenue and 18th Street). You should discuss procedures for ordering books with your Department/Divisional Chair or Division Support Staff. Course packets can be prepared by Shakespeare & Co. and sold to students. Alternatively, reading material can be scanned and posted on Blackboard.

Posting Textbook Information on the MMC Website

As students and their parents appreciate the opportunity to shop for the best price in textbooks, faculty are required to post textbook and materials information on the MMC website. See Appendix B for instructions on how to post your textbooks:

Once you make additions or edits, students will view this information on the MMC Course Bulletin. You can return to this screen at any time to make edits and or enter additional texts as required.

The federal government enacted a law within the Higher Education Opportunity Act that requires colleges receiving federal financial assistance to “disclose on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number [ISBN] and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes...” Exceptions are made (1) if the material has no ISBN number, in which case we are required to list the author, title, publisher, and copyright date, and (2) if presentation of this information is not practicable, in which case we are to indicate “To Be Determined

To insure the College’s compliance with federal regulations, if you will be teaching in the Fall 2017 semester, please enter the textbook information for your course(s) by no later than March

27, 2017 so that students will have this information available to them at registration. If you do not require textbooks for your class, simply choose the “not required” option for the course. This will indicate that notation on the College website under the course information once the courses are available for view by the students.

Marymount Manhattan College has developed a new system for faculty to use to post their textbooks. The system is accessed via MMC Connect, selecting “Maintain Course Materials” and then following the instructions provided.

Faculty Information

[My Advisees](#)
[Advisees Summary](#)
[Email My Advisees](#)
[Class Roster](#)
[Search for Sections](#)
[My Class Schedule](#)
[Student educational planning](#)
[Student profile](#)
[Maintain Course Materials](#)
[Course Material Report](#)
[Grading](#)
[Submit Attendance \(1st EDNAR for All Students\)](#)
[Submit Attendance \(2nd EDNAR for F-1 Students\)](#)
[Cancel Daily Class](#)

The following video has been prepared by IT to assist you with the textbook posting process:

<https://www.youtube.com/watch?v=beKQp4vomKw&feature=youtu.be>

If you have any questions about posting your textbooks, please contact the IT Help Desk.

SECTION VII: COLLEGE RESOURCES AND FACILITIES

College Facilities

Faculty Lounge

The Faculty Lounge is a key-access facility designated for faculty use. A networked computer station, a phone, and a writing desk allow faculty members to use the lounge as an alternate workspace. Lamps provide ample light for reading and working. Twelve stackable chairs and other seating accommodate as many as twenty-one people for presentations and readings. Magazine racks for scholarly journals and two large bulletin boards allow faculty to share ideas and postings with each other. A corner cabinet houses a microwave and an electric teakettle for faculty use.

To receive your access pin code, please email the Director of Campus Safety, James Cambria at jcambria@mm.edu. He will send you your access pin code via email.

To enter the lounge, enter your 5-digit code in the keypad on the door from the landing of the Regina Peruggi Room:

1. The lock will display a green light and emit a tone indicating the lock is open.
2. You can now open the door; it will re-lock after 3 seconds.
3. When you leave the lounge close the door and it will automatically lock.

If you enter the wrong code 3 times the lock will shut down for approximately 1 minute, and you will not be able to open the door during this time. After 1 minute has elapsed, you will be able to again enter your code.

Please do not share your personal code with anyone. If you have any questions or problems using this lock, please contact the Security Desk x411.

The Great Hall

The Great Hall serves as the primary classroom space for the MMC Dance Department. This large ballroom space is equipped with mirrors, portable barres, pianos, a professionally designed wooden floor which is “sprung” to prevent shock injuries to the dancers, and a “marley” covering to provide necessary slip resistance. Because of the limited amount of studio space at the College, a powered, moveable dividing wall was installed to maximize the efficiency and flexibility of Great Hall’s use. Dance department classes are scheduled daily until 7:10pm, and Theatre Production Workshop classes are scheduled at night and on weekends. The Great Hall also serves as a secondary performance venue for the Dance Department where the Dancers at Work showcase is presented twice each year. The Great Hall serves as a location for college-wide events including Orientation and Open House. The maximum capacity of the Great Hall is: Lecture style: 350, Seated reception: 250.

Please note:

1. Due to the fragile nature of the floor, setup time and clean up time can be extensive.
2. Demand for the space is high and requests are frequently submitted during the semester prior to a proposed event.

The Carl & Marcia Hewitt Gallery of Art

The Hewitt Gallery of Art, located in the main esplanade and adjacent black and white galleries in the Carson and Nugent Buildings, is a highly recognized showcase gallery that offers both well-known and emerging artists an opportunity for exposure within the art world and the MMC community. Works reflecting a wide range of concerns, styles and media, such as painting, drawing, photography, sculpture, video, and multimedia installations are exhibited on a regular basis throughout the year. The Gallery allows our students the opportunity to engage in an ongoing dialogue with contemporary art and artists, as many of the exhibitors are guest presenters in our art department classes in both studio and art history. Hundreds of artists, critics, collectors, and curators visit the gallery each year, and the visibility of innovative and challenging works of art throughout the College plays an important role in expanding the creative horizons of MMC students. Through internships and curatorial studies, students have the opportunity to participate directly in a professional gallery environment. For more information please contact Brooke Harbaugh, Theatre Arts Administrator at x766 or bharbaugh@mmm.edu.

Meeting Rooms

<u>Room</u>	<u>Location</u>	<u>Capacity</u>
President's Conference Room	Carson-3 rd floor Office of the President	15
Multi-Faith Center	Carson-4 th floor (CH 412)	35
Anne Miller Conference Room	Nugent-Lower Level Center for Student Services	10-12
Conference Room	Faculty Center-2 nd Floor 255 East 71 st Street	10-12
Multi-Purpose Room	Faculty Center-2 nd Floor 255 East 71 st Street	20

The Nugent Lounge

The Nugent Lounge is located on the first floor of the Nugent Building and is a student lounge. Student activities and promotional tables for student groups are most appropriate in this space. The space is equipped with computer stations for students who wish to work, as well as with comfortable furniture for relaxation and social exchange.

Residence Halls

The College houses more than 750 students at the following locations:

1. The 55th Street Residence Hall, located on East 55th Street between 2nd and 3rd Avenues, houses primarily first year students;

2. Cooper Square, located on East 6th Street and Third Avenue, houses primarily continuing students, transfers, and small group of first year students.

For more information please contact Emmalyn Yamrick, Dean of Student Affairs and Director of Residence Life at x751 or eyamrick@mmm.edu.

The Regina S. Peruggi Room

The Mezzanine, named in honor of the College's sixth President, is located on the second floor of the Carson building and serves as a formal meeting and reception space. The maximum capacity for this space is 72 (lecture style).

The Theresa Lang Theatre

The Theresa Lang Theatre affords students training and work experience in a professionally equipped facility, and it serves as a venue for a variety of courses in Theatre and Dance production, stagecraft, design, lighting, scenery, construction, sound, and technical theatre. The Theatre Department presents 4–5 mainstage productions and the Dance Department presents two mainstage productions in the Theatre each year. The productions, which are free to the Marymount Manhattan community, are performed by students in the Fine & Performing Arts Division, and the production crews are made up entirely of students. Students in the Design concentration are regularly invited to design mainstage productions, and students in other concentrations serve as dramaturges, assistant directors, assistant choreographers, and assistant producers. The Theresa Lang Theatre also hosts a variety of college-wide events, including lectures, panel discussions, and Student Affairs-sponsored performances. The capacity is 225

Please note:

1. Seating capacity varies based on the design for the production in process at any given time.
2. Demand for the space is high and requests are frequently submitted during the semester prior to a proposed event.

The Theresa Lang Center for Producing

The Theresa Lang Center for Producing extends education in the liberal arts into the pre-professional arena, making connections to New York City's exciting internship experiences, and providing students with the knowledge and skills they need to become creative leaders in the media industries. The Center is comprised of an experimental video studio, digital sound design and graphic design rooms, a suite of non-linear digital video editing rooms and a digital media lab, where students publish their work on a Web server, and broadcast programming over the Internet. Macintosh workstations run a broad array of industry standard software including, Maya for 3-D design, Pro-Tools for sound design, and Final Cut Pro for video editing. Ancillary equipment includes digital video camcorders and mini-disc recorders. For more information please contact Sarah Nelson Wright at swright@mmm.edu.

The Faculty Center

In July 2013, the College opened the Faculty Center at 255 East 71st Street entrance, to provide office and meeting space for faculty members. The Faculty Center includes a Conference Room located on the 2nd floor which can accommodate up to 14 people. There is also a Multi-Purpose Room on the 2nd floor that seats 16 and is connected to an outdoor terrace. Priority scheduling for this space is given to classes. There are small benches along the Terrace perimeter. The use of glassware, amplified sound and smoking are prohibited on the Faculty Center Terrace.

The Commons (East & West)

The Commons is located in the Carson Building on the 3rd floor. The space is best for Informal gatherings, receptions and meetings. The max capacity of the room is 140ppl. A closeable partition splits the space approximately in half into The Commons East & West. Banquette seating, bar seating and assorted (2), (4) and (6) top tables and (10) lounge chairs live in the space. The furniture must remain in the space during all events, though the tables and chairs can be removed and/or rearranged to accommodate each event.

The Lowerre Family Terrace

The Lowerre Family Terrace is accessible through the movable glass doors in The Commons East. The terrace is an outdoor space between the Carson and Nugent Buildings which connects on the 3rd floor. The max capacity of the terrace is 70ppl. The space boasts a 'seasonal' Stone Waterwall, raised platform seating, assorted benches and (4) top tables. Please note – no smoking and no glassware are permitted on the terrace. Amplified sound is permitted with a permit.

Thomas J. Shanahan Library, Media Center and Archives

<https://www.mmm.edu/staff/staff-handbook.php#Library>

The Thomas J. Shanahan Library offers facilities, resources, and services in support of the instructional and cultural programs of the College. The Library is dedicated to providing information and instruction as a central and integral part of the total educational experience of every student. Its collection of nearly 160,000 books, (of which over 100,000 are eBooks), 5,000 videos and CDs, 205 periodical subscriptions, and over fifty electronic databases (available via remote access) is easily accessible to both students and faculty. Nowhere is the College's commitment to new technological learning resources more visible than in the Library. The library system, Koha, an open source web-based system, has many advanced features that allow its users to go directly to eBooks and full-text journals. This catalog and 50 full-text databases are accessible through MMC's website. All of our databases are configured by an open URL link resolver that enables linking between platforms. In addition, our entire e-collection is indexed by Google Scholar. Over the past few years the library has significantly increased its eBook collection, and now offers over 150,000 eBooks that are directly accessible through MaMaCat, the library's online catalog. Library staff members are available to help with searches, to secure interlibrary loans, and to deliver research documents for free. The Library staff is available to

provide individual assistance and instruction in the use of library resources. The Library staff provides formal instruction of library research methods for students in the WRI102, and other research-related courses. Tours, orientation talks, and specialized lectures and workshops are available upon request.

The library occupies the second and third floors of the Nugent building and is accessible through two entrances – the main entrance on the second floor and a second entrance on the third floor that connects to the roof garden and Carson Hall. Its main circulation, reserves and reference services are available on the second floor. Also, the second floor houses an extensive reference collection, a large study space, a computerized research area, and the Media Center. The circulating collection, twenty PCs and six Macs, a printing/copying center, large study areas, and the MMC archives are housed on the third floor.

The Media Center

The Media Center houses extensive resources including an audiotape collection, interactive multimedia CD-ROMs, and over 5000 videos and DVDs. It also provides audiovisual hardware including CD and DVD players, LCD players; VHS VCRs; and DVD players. In 2009 the Media staff built its own IPTV (Internet Protocol Television) system and the library installed a LAN on the local college system. This LAN enables students and staff to view videos, workshops, and presentations from any computer in the network. In addition, the library has a subscription to Kanopy, a streaming video service that includes over 26,000 films and documentaries. For more information about the Media Center, please contact Jordan Horsley at 854.

The Archives

MMC's archives occupies space in the upper level of the library the near windows overlooking 72nd Street. The archives houses papers, photographs and college publications documenting life at MMC from faculty meetings in 1945 through today. The archive also has five collections pertaining to different aspects of theatrical history. Details about the collections are on the archives' webpage at: <http://www.mmm.edu/offices/library/archives.php>, and the archivist, Mary Brown, is available at mbrown1@mmm.edu and at (212) 774-4817. Please contact her if you think the archives might provide material for your own research or for a class assignment.

Blackboard

Blackboard is the course management software system used at MMC. Each semester an online course shell is created for each course. The use of Blackboard continues to grow. Over sixty percent of courses per semester have a Blackboard component. The degree of technology used in the delivery of each course varies from “web-enhanced courses” which might post supplementary readings online to “blended” courses which have online discussions in place of some face-to-face meetings, to courses delivered completely “online.” Training on Blackboard is available for faculty as well as instructions for student to connect with the Blackboard component of the course. For more information bout Blackboard, please contact Brian Rocco – brocco@mmm.edu

Campus Resources

Academic Advisement

Department Page: <http://www.mmm.edu/offices/academic-advisement/index.php>

The Office of Academic Advisement is responsible for the effective coordination and management of the college's academic advisement services and programs. Its primary goal is that of assisting students in making informed academic choices and providing them with the individual guidance they may need to complete their academic course of study in a successful and timely fashion. By providing students with critical information regarding their majors, minors, elective courses, career options, as well as co-curricular activities, the advisement process allows students to make the best of their college experience. Working collaboratively with the various academic divisions, the Advisement Office encourages students to meet regularly with their designated faculty advisors and to benefit from the expert guidance of someone within their selected area of study. In addition, through its Academic Alert program, the office is particularly geared to provide appropriate intervention and support for those students who may be academically at-risk and in need of careful and timely academic counseling. In so doing, the office is particularly instrumental in helping students overcome both personal and academic barriers and assisting them in the pursuit of their academic objectives. For more information please contact Michael Salmon, Dean of Academic Advisement and Student Retention (x568).

Academic Access

Department Page: <http://www.mmm.edu/offices/academic-access-program/index.php>

Academic Access Program

The Academic Access Program, a fee-based program, provides accommodations and multifaceted support in order that students with learning disabilities will be able to navigate the Marymount Manhattan environment and handle the Marymount Manhattan curriculum along with their peers and classmates. The Program includes two hours weekly of tutoring with a learning specialist, priority registration, academic coaching and monthly parent meetings. Assistive technology is also provided including laptops with dedicated smart pens and Dragon Naturally Speaking software. For more information contact Diana Nash, Director of Academic Access and Disability Services: CH 500, dnash@mmm.edu or 212-774-0724.

Office of Disability Services

The Office of Disability Services coordinates and facilitates services for students with documented physical, psychological, and learning disabilities. Students requesting an accommodation for a qualifying disability should self-identify **by the end of the third full week of classes** by registering with the Office of Disability Services. Accommodation requests are evaluated individually, based on official documentation and completion of the registration process.

It is solely the student's responsibility to disclose and self-identify his/her disability and his/her need for accommodations with the Office of Disability Services. After successfully completing the registration process, and receiving the student's permission, the student's professor will be contacted, by CONFIDENTIAL email, if need be, by the Office of Disability Services informing them of the student's needs for accommodations.

If a student has questions regarding the Office of Disability Services or accommodations, please contact Lindsay Green Coordinator of Disability Services: CH 500, lgreen@mmm.edu or 212-774-0719.

NOTE: In compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, students with disabilities, whether they be physical, psychological, or learning disabilities, are eligible to request accommodations. The student must be registered with the Office of Disability Services and/or the Academic Access Program.

Office of Career Services

Department Page: <https://www.mmm.edu/offices/career-services/>

CityEdge:

Your career begins on day one at Marymount Manhattan College.

At MMC, “college” and “career” go hand in hand. Our location on New York’s Upper East Side means that you’re never more than a few steps or subway stops from Wall Street, Broadway, Museum Mile, the United Nations, major TV networks, and everything else the city has to offer.

CityEdge is MMC’s unique four-year college-to-career program, which gives every student a personalized liberal arts education combined with exciting career development opportunities in the heart of New York City.

Career Services 106 Carson Hall
212-517-0599
careerservices@mmm.edu

Marymount Manhattan’s Office of Career Services assists students and recent alumni with their professional development by providing a wide-ranging series of career programming, individual career counseling, and access to job and internship postings. Resume and cover letter review, interviewing techniques, networking in-person and online, job search strategies, and identifying transferable skills are just a sample of the topics offered by the Career Services staff. These resources are intended to enhance career development and marketability for both students and recent alumni. Emphasis is placed on relating studies, interests and goals while developing a solid career strategy. A developmental approach to career counseling is favored at MMC, with a four-year interactive, online course called CareerLab through which MMC introduces students to foundational concepts in career and professional development and planning. CareerLab is a self-guided, on-line series of “labs” that teach students how to understand their strengths and talents in a professional capacity, use the right vocabulary to promote themselves during job interviews, create an appropriate and professional social media presence, participate in mock interviews and learn how and where to search for job opportunities. Many job listings are available online through the MMC Career Connection job portal, accessed through Marymount Manhattan’s Career Services webpage. The Office develops and maintains relationships with employers locally and nationwide. Many offerings are tailored specifically for Marymount students. Career fairs, site visits with employers, networking events, and on campus recruitment are some of the ways that the Office connects students with employers. An annual Professional Development Summit connects students with outside professionals who offer individual and group career counseling, insights into employer expectations and ways to maximize a student’s Marymount education and career experiences they’ve already had. Career Services also assists students with graduate and professional school application advisement.

Internships

Marymount Manhattan's Academic Credit Internship Program is administered through the Office of Career Services. Many students participate in this program and take advantage of the numerous professional opportunities available in New York City. The College has close ties with cultural institutions, businesses, and media/entertainment organizations in the city. The internship experience connects the student with the professional world in a unique way and builds networks that will be useful in the job search. Internships are an excellent career counseling tool because they help students make informed career decisions as they progress through their college years. Marymount Manhattan students are eligible to take internships for academic credit if they have completed 30 credits and have a minimum GPA of 2.0. Transfer students are eligible after completing 15 credits with a minimum GPA of 2.0. Academic requirements for an internship vary by department and advisor. Students should consult with faculty and then meet with the Internship Coordinator in the Office of Career Services in order to register for the internship. Internships may be obtained through a career counselor, faculty or by the students themselves. Students may also do internships without receiving credit and Career Services will help students to prepare for those opportunities as well. Below is the link to the internship application found on the Career Services page of the website: <https://app.perfectforms.com/player.htm?f=OXzEAgol>

Other Services

Career Services also offers workshops for classroom visits and events. Workshops include: General Overview of Career Services, Resume Building, Cover Letter Creation, Getting LinkedIn, Managing Your Digital Profiles, Interview Skills, Marketing and Networking, LGBTQ Career Development Workshop, and Women and Negotiating Your Salary. Career Services is also happy to work with the Faculty to develop more specific or new programming. Faculty members can request a workshop through our online form or by emailing careerservices@mmm.edu.

The Center for Academic Support and Tutoring

Department Page: <https://www.mmm.edu/offices/center-for-academic-advancement/>

Located in Nugent Hall 451, the Center for Academic Support and Tutoring (CAST) has two primary functions - providing tutoring for all Marymount Manhattan students and offering placement tests for incoming students. In addition, CAST runs an intensive three-week academic summer program called Jump Start. The Center's academic support services offer students tutorial assistance in a variety of academic subjects as well as assisting students with developmental and/or English Language learning needs. The Center prides itself on providing one-on-one support for every student. It is the mission of the Center to provide these services in any reasonable manner in order to secure student futures; its main objective is to assure each student who passes through the doors that he/she can and will succeed in college. For more information about the Center for Academic Support and Tutoring, please call 212-774-4820.

Tutoring at the Center for Academic Support and Tutoring

The Center is an academic support service offering individual tutorial assistance for all Marymount Manhattan students. Tutoring in all writing and mathematics courses and in most other academic subjects is available. The one-on-one support for students in need is a unique quality of our service. Good academic work often involves struggle. New college students

struggle to master styles and formats for essay writing or mathematical problem solving. ELL students struggle doing scholarly work in a new language. Experienced students also struggle when developing longer papers, setting a research agenda, distinguishing useful sources from useless ones or defending their position against other arguments. These struggles can be productive-but they should not be demoralizing. Feedback and suggestions can often make a project that seems overwhelming become an exciting challenge. The professional and peer tutors of the Center for Academic Support and Tutoring work to provide students with this feedback through tutoring. Whether a new student, or a student in their last few semesters, the Tutoring Program is included in their tuition and is available to all degree-seeking students at Marymount Manhattan College. Faculty members are encouraged to refer students for tutoring and to contact the office located in Nugent 451 to recommend current students as tutors.

Jump Start

Jump Start is an intensive three- week academic program for incoming college freshmen. Students earn college credits while taking a class and also participate in cultural and community-based activities in and out of the classroom. Past activities included a Broadway show, museum visits, guest speakers, and a community service day.

The Center for Student Services

Departmental Page: <https://www.mmm.edu/offices/center-for-student-services/index.php>

The Center for Student Services (CSS) welcomes all visitors and provides students and their families with a one-stop experience to discuss their financial and registration questions. The Center for Student Services includes the offices of Financial Aid, Student Accounts, Registration/Records and International Student Services. The Center staff work closely with Admissions, Academic Advisement and Residence Life to enroll and retain our new and continuing students. The CSS staff is available in person, by phone or by email to discuss and answer questions.

The Registrar works closely with faculty and responds to questions about FERPA, grades, EDNAR attendance, course substitutions and student registration, etc. Financial Aid is available to respond to questions about filing for aid, completing the proper forms, filling out loan applications and questions from faculty about students with financial difficulties. Student Accounts is available to discuss the student's bill, meal plan amounts, setting up a payment plan and other billing questions.

International Student Services welcomes students from all over the world. The International Student Services Coordinator is a resource for international students and facilitates their adjustment to life in the United States. International Students with questions should be directed to the Center for Student Services on the lower level of the Nugent Building.

In conjunction with International Admissions, MMC commits to assisting international students with maintaining their visa status. Refer international students with questions to Alison D'Ottavio, International Student Services Coordinator at x 484.

The Center is located on the lower level of the Nugent Building. You can reach us at:

Phone: 212 517-0500

Email:

Registrar: css@mmm.edu

Financial Aid: financialaid@mmm.edu

Student Accts: studentaccounts@mmm.edu

Health Services- Dow Zanghi Student Health Center

Department Page: <https://www.mmm.edu/offices/dow-zanghi-health-center/index.php>

The Dow Zanghi Student Health Center is committed to providing quality health care to all students. The health center offers free primary care, including treatment for colds, flu and minor injuries, physicals, STI/HIV testing and women's health care services. Some tests and vaccinations are subject to fees; which students can submit to their health insurance provider for reimbursement. The services are provided by Mt. Sinai/Beth Israel, Student Health Services Network.

Hours (hours may vary depending on whether school is in session)

During fall and spring semester:

- Monday, Thursday and Friday 9am-5pm
- Tuesday and Wednesday 11 am to 7 pm

Appointments and Walk-Ins

Students can call the Dow Zanghi Student Health Center at 212-759-5870 to schedule an appointment, or just walk-in.

After Hours

Through the Center, students have access to a 24/7 on-call Mt. Sinai/Beth Israel triage doctor for urgent care. The doctor can be reached by calling 212-420-2882.

Location, Phone, Email

The Dow Zanghi Student Health Center is located in the 55th Street Residence Hall, first floor. The phone number is 212-759-5870. The email address is healthcenter@mmm.edu.

Counseling and Wellness Center

Department Page: <http://www.mmm.edu/offices/counseling-and-wellness-center/>

The Counseling and Wellness Center promotes students' development and well-being and treats their personal and psychological problems. The office offers short-term individual counseling, psychiatric evaluations for prescription medications, health and wellness programs, and referrals for care in the community.

CWC helps students deal with a range of difficulties, including, but not limited to, stress, homesickness, loneliness, anxiety, depression, self-esteem, eating and body image, families, relationships, academic struggles, sexual and sexual identity concerns, sexual assault, and alcohol or drugs issues. The staff is made up of clinical psychologists, a clinical social worker, a medication provider, and advanced doctoral clinical psychology trainees. All are dedicated to helping students.

CWC also oversees insurance signups and immunization records.

Hours (hours may vary depending on whether school is in session)

During fall and spring semesters:

- Monday, Tuesday and Thursdays 9 am-7 pm
- Wednesday and Fridays 9 am-5 pm

Walk-in Hours

No appointment needed for immediate crisis intervention. If the student is not available during daily walk-in hours they can walk-in at any time if they need urgent assessment.

- Monday –Friday 3 pm-4 pm

Appointments

To set up appointments, students can call 212-774-0700 or come directly to the office at Carson Hall 806. Prior to arranging the first visit, a clinician will briefly speak to the student. All services are free of charge and confidential. We do not have a waiting list and try to see each student within a week of first contact.

After Hours

If a crisis emerges after hours and you need immediate assistance please call Campus Security at 212-517-0411, go to the nearest emergency room or dial 911.

For mental health assistance students are directed to the following after-hours resources:

- Nation Suicide Prevention Lifeline 1.800.273.TALK
- NYC WELL 1.888.NYC.WELL or text WELL to 65173

Higher Education Opportunity Program (HEOP)

Department Page:

<https://www.mmm.edu/academics/higher-education-opportunity-program.php>

The Higher Education Opportunity Program (HEOP) has been offered at MMC since 1969. This program developed out of the need for private colleges and universities in New York State to provide higher education for students who have academic potential but lack the necessary academic preparation and demonstrate financial need. The HEOP program receives funding from the New York State Higher Education Opportunity Grant which is supplemented by MMC funding. Students in HEOP receive support services that include: developmental courses, tutorial work and counseling (academic, personal, and career planning). Students entering the College through this program are required to participate in the developmental six-week summer program. For more information please contact Rebecca Mattis-Pinard at x592.

Human Resources

Department Page: <https://www.mmm.edu/offices/human-resources/>

The Office of Human Resources manages employment opportunities and processes for the College and administers employee benefits and other programs. The Office is also responsible for ensuring the College is a healthy, safe and encouraging workplace for all faculty and staff members.

Contact Information:

- Bree Bullingham, Assistant Vice President for Human Resources, ext. 532
- Kevin Ng, Director of HRIS/Benefits Manager, ext. 539
- Erin Fitzpatrick, Human Resources Coordinator, ext. 533
- Kanny Rodriguez, Human Resources Generalist, ext 537

International Student Office

Department Page: <https://www.mmm.edu/offices/center-for-student-services/international-students/admitted-students/>

MMC welcomes students from various countries around the world and has a growing international population on campus. The International Student Services Office serves as a resource for international students and facilitates their adjustment to life in the United States. Many international students come over to the United States with F-1 Student visas. The ISS office works to assist the F-1 students in following the rules and regulations while maintaining their F-1 student status. Students must report to the International Student Services Office upon arriving at MMC and must attend the International Student orientation. F-1 students must maintain a full course of study (minimum of 12 credits) each semester. Students must get authorization from the Designated School Official if they need to study part-time for specific reasons. Students must attend all their classes and not exceed the amount of absences dictated by the individual professor. F-1 students who are maintaining their status may work on-campus, provided they get clearance from the International Student Services Coordinator. All F-1 students must get their I-20 signed by a Designated School Official when traveling outside the country. In addition, all international students must participate in the College's health insurance plan. For more information please contact Ms. Alison D'Ottavio at x484.

Study Abroad

Department Page: <https://www.mmm.edu/offices/study-abroad/>

Study abroad is an intellectually stimulating and life-changing experience. Students who incorporate overseas study into their academic careers deepen their knowledge of international, political and cultural affairs. We suggest that students start planning to study abroad at least a year in advance.

Faculty advisors perform a crucial role in advisement and review of the course of study that the students propose to take on study abroad. The faculty advisor may be asked to provide a written recommendation that attests to the likelihood that a student will succeed in his/her study abroad program. It is preferable that students go abroad in their sophomore or junior year so they will have time to return to MMC and prepare for graduation, but this is not a definite rule.

Scholarships for study abroad include the following:

- Edgar and Lucky Eisner have established the Edgar and Lucky Eisner Endowed Scholarship for an MMC student to participate in a summer study abroad program in Europe or Asia. The scholarship is intended to foster the study of economic issues.

- In honor and recognition of Judith Savard, RSHM, MMC awards the Sr. Judith Harvard Fellowship to art or art history majors to study abroad.
- The Institute of International Education administers two national, competitive scholarship programs; The Boren Scholarship and the Gilman International Scholarship.
 - The Boren Scholarship is for students to study less commonly taught languages in world regions critical to U.S. interests but underrepresented in study abroad.
 - The Gilman International Scholarship is for students of limited financial means (Federal Pell Grant recipients) to participate in a study abroad program or internship for credit.
- Students must be U.S. citizens to apply for the Boren and Gilman scholarships.

For more information please contact Cynthia Sittler at csittler@mmm.edu or (212) 774-0791.

The Ruth Smadbeck Communication and Learning Center

Department Page:

<https://www.mmm.edu/admissions/brookdale-ba-speech-language-pathology-and-audiology-2.php>

The Ruth Smadbeck Communication and Learning Center provides speech and language diagnostic and treatment services and audiological diagnostic services to the Marymount Manhattan community and to people living in the New York Metropolitan area. The Center serves as a training clinic for students majoring in Speech-Language Pathology and Audiology.

Speech therapy is available free of charge for both children and adults under the supervision of the clinic director, the clinical staff, and members of the CSD faculty, all certified, licensed speech-language pathologists or audiologists. Language and speech disorders ranging from articulation, voice, disfluency, language delay, and other conditions affecting communication are treated.

The Center's Speech Science laboratory is utilized to conduct research, education, and deliver training modules. In addition, voice and speech analysis are conducted to assess the needs of the Center's clients. The Center has a second lab that serves the educational purposes of training students to conduct research under the sponsorship of the department faculty, who have active research programs in linguistics, psycholinguistics, and neurolinguistics.

The facilities contain therapy rooms equipped with a state of the art closed circuit audio/visual system to maximize teaching and learning opportunities. The Center has soundproof rooms that house the Audiology and Speech Science Labs. The Center is located on the seventh floor of Carson Hall in the Departments of Communication Sciences and Disorders. For more information about the Smadbeck Center please contact Ann Jablon at x721 or Denise Cruz at x728.

Technology

Colleague

Our administrative software system is an Ellucian product called “Colleague.” The current user interface is a web-based platform referred to as “webui” accessible using a web browser with the URL: <http://webui.mmm.edu>. Faculty use webui in advising students and recording their approval of the student’s registration. Faculty can also use webui.mmm.edu to check on a student’s major. Training is available for new faculty from the Office of Academic Advisement at Lower Level -517-0568, advisement@mmm.edu.

MMC Connect

MMC Connect is a user-friendly interface to Colleague for students and faculty. Faculty are given access to MMC Connect via their network account and password. Through MMC Connect, faculty can access their class rosters, academic alerts, cancel classes, EDNAR, submit textbooks, advisor/advisee email system, student profiles, student transcripts, program evaluations and grades submission.

MMC Portal

The portal is a one stop shop for all your daily network applications, such as, your calendar, your email, Colleague, MMC Connect, Turnitin, Schooldude, Ednar, Cancel a Class Session and more. The portal can be accessed from anywhere by using your browser and entering in the url: <https://portal.mmm.edu> .

Technology-Enhanced Rooms

TECs are equipped with an instructor workstation, mounted LCD or a mounted projector, and Internet access. The instructor workstation has the capability to work with a MAC as well (a display adapter may be required). For the following rooms you will need to bring an adapter for an HDMI connection. Instructions for using the technology in these rooms can be access via the IT website - <https://www.mmm.edu/offices/information-technology/room-specific-tech-guides/> - or by scanning the QR Code on the Podium on each room.

TECs include:

Carson Hall	Nugent Hall
503	458
504	462
505	553
509	
510	
610	

612	
700	
701	
703	

Workstation equipped classrooms (WECs) are equipped with an instructor workstation with a PC or Mac, a mounted LCD, and Internet access.

WECs include:

Building/Room	Type
Carson 410	(18 PC workstations)
Carson 411	(22 PC workstations)
Nugent 556	(12 Mac workstations)
Nugent 559	(12 Mac workstations)
Nugent 558	(Digital Media Production Studio 1 MAC workstation)
Nugent 554	(16 Mac Workstations)

The College recommends that all faculty members using the equipment in the TECs be required to have training by visiting the IT Website and reviewing the video tutorial(s) for your classrooms <https://www.mmm.edu/offices/information-technology/room-specific-tech-guides/>

Support

Support for the TECs or the WECs with PCs is available 7:00 a.m. to 7:00 p.m., Mon-Friday. Between 8:00 a.m. and 5:00 p.m. Call 212 517-0581 for the IT Help Desk.

Support for the WECs with Macs is available at 212-517-0595 from 8:00 am – 8:00 pm. Telephones in the classrooms directly connect to the Office of Information Technology for additional support.

Classroom Equipment Tutorials

The IT Website at www.mmm.edu/it provides video tutorials on the use of equipment in your classroom.

Software Tutorials

Instructional videos on the use of Microsoft Office, Adobe Products and Blackboard are available on the IT website at www.mmm.edu/it .

Technology in the Library

The Thomas J. Shanahan Library offers 20 Windows based workstations and 14 Windows based research computers, 10 Mac workstations, and 35 laptops for loan to students. The laptops can be used throughout the Nugent and Carson buildings. In addition, an editing lab RM 250D the

Jade Room, is also located in the library, and is equipped with 9 Mac workstations that are fully loaded with design and digital production software.

SECTION VIII. COLLEGE POLICIES

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php>

The majority of policies included in this section are also included in the MMC Staff Handbook, which is distributed at the time of hire.

The Marymount Manhattan College Faculty Handbook is intended solely as a guide. Nothing in the Handbook is intended or should be construed to create contractually enforceable obligations on the part of the College or rights on behalf of the employee.

The Handbook is a compilation and condensation of governing language with respect to employee benefits, policies and procedures. In the event that any statement of an employee benefit, policy and/or procedure found in this Handbook is inconsistent or contrary to the language or intent of the governing employee benefit, policy and/or procedure, the governing document takes precedence. This includes, but is not limited to, grammatical and/or formatting errors that may unintentionally alter the meaning of the stated employee benefits, policies and procedures in the Handbook.

If any information contained in this Manual is in conflict with individual employment contracts, any applicable collective bargaining agreements or information contained in official Company bulletins, the information in those documents will govern.

The College reserves the right to add, amend, or revoke any of the employee benefits, policies and procedures or incorporate additional ones, with or without notice, as circumstance or the good of the college community may require.

Employees should consult with Human Resources for further details and/or clarification on current employee benefits, policies and procedures.

Americans with Disabilities Act

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#ADA>

It is the intent of the College to provide a workplace that fosters the respect and dignity of the individual. An essential aspect of this is ensuring that each employee's work environment and all terms and conditions of employment are free from discriminatory practices and comply with all relevant equal employment opportunity legislation.

The ADA prohibits discrimination against individuals with disabilities in all aspects of employment. Such conduct is expressly prohibited and will not be tolerated.

MMC prohibits discrimination in any employment practices against qualified individuals with disabilities. This applies to job application procedures, job training, hiring, discharge or advancement of employees, employee compensation, and other terms, conditions, and privileges of employment. This policy also applies to recruitment, advertising, layoff, leave, fringe benefits, and all other employment related activities.

MMC will make reasonable accommodations for disabled workers when such accommodations would not impose undue hardship. Additionally, it charges each member of the management team with the responsibility for ensuring the success of this policy through initiative and personal leadership.

Assistance Animals for Employees with Disabilities

It is the intent of MMC to provide a workplace that fosters the respect and dignity of all individuals. An essential aspect of this intention is ensuring that each employee's work environment and all terms and conditions of employment are free from discriminatory practices and comply with all relevant equal employment opportunity legislation.

Various disability and civil rights laws prohibit discrimination against individuals with disabilities in all aspects of employment. Such conduct is expressly prohibited and will not be tolerated.

It is the policy of MMC to make reasonable accommodations for employees with disabilities when such accommodations are necessary for the employee to perform the essential functions of his or her job and/or to enjoy and take advantage of the benefits and privileges of employment at MMC. Additionally, MMC charges each member of the management team with the responsibility for ensuring the success of this policy through initiative and personal leadership. MMC understands that in some cases the presence of an assistance animal on campus may be necessary in order to accommodate an employee with a disability to enable them to perform the essential functions of their job. Please note, however, that the provisions of applicable laws that allow for assistance animals for employees of MMC with disabilities are not the same as the provisions of applicable laws for members of our students when attending class or members of the public visiting our campus.

An assistance animal is defined as: An animal that works, provides assistance, or performs tasks for the benefit of a person with a disability, or provides emotional support that alleviates one or more identified symptoms or effects of a person's disability. Please note that under MMC's policy the animal must provide a benefit to the employee that alleviates one or more identified symptoms or effects of a person's disability in addition to any other benefit the animal provides to the employee.

Assistance Animal Requirements:

The process for requesting the presence of an assistance animal is as follows:

An employee contacts the Department of Human Resources with a written request for the use of an assistance animal. MMC will generally not ask intrusive questions regarding the extent of the employee's disability, but may ask the following questions:

- 1) Does the employee seeking to use the assistance animal have a disability?

2) Does the employee making the request have a disability-related need for an assistance animal?

3) If the disability is not obvious (i.e., visible), MMC may also ask for reliable documentation indicating the employee has a disability and the employee has a disability-related need for an assistance animal. Documentation may include a letter from a physician, psychiatrist, social worker, or other mental health professional. The documentation provided must establish that the individual has a disability and that the animal will provide assistance directly related to the disability. MMC may also ask for documentation that confirms that the particular assistance animal that the employee seeks approval for performs task(s), or provides relief by its presence that alleviates the effects of the employee's disability.

These questions may not be asked if the animal's service tasks are obvious. One example of this would be a guide dog that assists an individual who is blind.

The assistance animal must have all the appropriate vaccinations (e.g., rabies shots). Within 30 days of making the request for an assistance animal, the employee must provide documentation of the vaccinations and then provide confirmation of annual updates to the vaccinations when requested by MMC.

The Department of Human Resources will approve or deny the request for an assistance animal and notify the appropriate parties of the decision. Reasons that a request for an assistance animal may be denied include, but are not necessarily limited to: (1) the presence of the animal poses an undue hardship on the College; (2) the specific animal poses a direct threat to the health or safety of others that cannot be reduced or eliminated by another reasonable accommodation; (3) the specific assistance animal in question would cause substantial physical damage to the property of others, or is disruptive or a nuisance to the College environment (e.g., excessive or uncontrolled barking) that cannot be reduced or eliminated by another reasonable accommodation; or (4) appropriate verification that the assistance animal provides assistance directly related to the employee's disability has not been provided.

Employee Responsibilities:

While not required, the assistance animal may wear an identifying vest to alleviate any unwanted attention directed towards the assistance animal.

The employee will be solely responsible for the care of the assistance animal. The assistance animal must be under the control of the employee at all times. The assistance animal must be harnessed, leashed, or tethered at all times unless such devices interfere with the animal's work or tasks. In such case, the animal must be harnessed, leashed, or tethered at all times that it is not working.

The employee will take appropriate measures to ensure that the assistance animal will not defecate or urinate in the interior of any buildings on campus or outside on campus except in designated agreed upon areas. The employee will "clean up" after the assistance animal should it defecate or urinate indoors, and will pick up after the animal should it defecate outdoors.

The employee will be solely responsible for any and all damage done to College property by the animal.

To the extent possible, the animal should be unobtrusive and not disruptive. If the animal becomes disruptive, the employee must take effective action to control it.

The College reserves the right to withdraw or alter the approval of the presence of the assistance animal if the presence of the assistance animal poses a direct threat to the health or safety of others; the animal is disruptive and the employee does not take steps to control it, substantially damages property, fundamentally alters a program, activity or the general working and educational environment of the College community; or the employee no longer requires the use of an assistance animal.

Benefits

Information on various medical and financial planning benefits is distributed by the MMC Human Resources Department, also at the time of hire. There are seven major areas of coverage in the College's faculty benefit program; health care, dental care, life insurance, long-term disability, tuition, transportation, discounted parking near MMC, and flexible spending accounts. If you have any questions, contact Kevin Ng, Assistant Director of Benefits/Compensation/HRIS at x539, in Human Resources.

Conflicts of Interest Policy for Faculty and Staff

(Approved by Academic Policy Committee on April 18, 2012)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#ConflictofInterest>

Federal regulations require that institutions applying for federal grant funds have a Conflicts of Interest policy that meets certain requirements. These regulations seek: "to promote objectivity in research by establishing standards to ensure there is no reasonable expectation that the design, conduct or reporting of research funded under PHS grants or cooperative agreements will be biased by any conflicting financial interest of an investigator." In conformance with these regulations, Marymount Manhattan College has established this policy.

Faculty and staff have an obligation to conduct their college responsibilities within guidelines that prohibit actual or potential conflicts of interest and that maintain the highest standards of integrity.

Accordingly, no faculty or staff shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the College or from which s/he could benefit financially.

In order to comply fully with the federal regulations, MMC is required to offer training, which is mandatory for faculty and staff involved in or applying for federally-funded research grants. This training must occur prior to beginning work on any federally-funded research and must be repeated at least every four years.

Integrity in research requires that all aspects of research be free from bias originating from any real or potential conflict of interest. Conflicts of interest are not, in and of themselves, unallowable; however, they must be disclosed and managed in conformance with college policy and federal regulations.

In order to limit any financial conflicts that may affect research and/or result in bias, and in compliance with federal regulations, Marymount Manhattan College requires disclosure of significant financial interests. Faculty who wish to apply for research or educational funding to any federal granting agency, or any faculty participating in federally funded projects, must submit a financial disclosure listing any and all significant financial interests (SFI) of her/himself, his/her spouse or dependent children if:

- The value of said financial interest is \$5,000 or more;
- The financial interest represents **any** equity, regardless of the value, in a non-public entity;
- It could reasonably appear that the financial interest might affect the activity for which funding is being sought; or
- If the research or educational activity might appear to affect the financial interests.

The disclosure must cover the previous 12 months and it must be filed prior to the submission of any federal grant application. If there is a change or if any new significant financial interest is acquired, the disclosure must be updated within 30 days. If a multi-year federal grant is involved, the faculty member/Principal Investigator must disclose any significant financial interest at the time of the annual report to the granting agency.

If the grant applicant or faculty participating in the grant project has no significant financial interests to disclose, s/he must so certify.

An MMC faculty member might have, or appear to have, a conflict of interest if s/he is engaged in any of the following situations:

- Failing to disclose a significant financial interest, either his/her own or that of a spouse or dependent children, which could affect the performance of official duties, including teaching and scholarship, or which could affect one's judgment in the conduct of official duties, including research and scholarship.
- Engaging in outside employment which may affect or impair her/his judgment in the conduct of research or other official duties.
- Disclosing confidential information obtained in the course of official duties, except as required by law.
- Conducting college business with any entity in which the faculty member or a relative has a financial interest.
- Accepting gifts intended to, or giving the appearance of attempting to, influence the conduct of your official duties.
- Using or attempting to use his/her official status at MMC for personal gain or privilege.
- Hiring or engaging in decisions about hiring, promoting, disciplining, discharging or supervising any employee who is a member of his/her family or a close personal friend.

Some things to consider:

- Financial conflicts of interest may occur when an individual is in a position to influence college business dealings so as to produce personal gain for that individual, or for a relative, friend, or business associate.
- The increasing involvement of academic researchers and educators with industry and private entrepreneurial ventures can lead to an increased risk of conflict of interests.
- A financial conflict could exist if a faculty member receives a research grant that requires purchasing an expensive piece of equipment and then attempts to buy that equipment from a relative's business.

The Vice President for Academic Affairs has appointed Dr. Kathleen LeBesco, Associate Dean of Faculty, as the Conflicts of Interest Officer. In this capacity, Dr. LeBesco is responsible for:

- Informing faculty and staff about the provisions of this policy, including the need to disclose significant financial interests prior to any federal grant submission.
- Receiving any submitted financial disclosures and reviewing them for possible conflicts.
- Consulting with the Vice President for Academic Affairs and any other appropriate officials to determine if there is a financial conflict of interest;
- Deciding what conditions, if any, are required to resolve any conflicts.
- Overseeing compliance with College policy in regard to FCOIs.
- Maintaining the confidentiality of any information disclosed, except as needed to resolve conflicts, or as required by any legitimate regulation or by law.

In some cases, projects with financial conflicts can be carried out with conditions or restrictions determined by the Conflicts of Interest Officer. Such conditions could include:

- Full and public disclosure of the financial interests.
- Divestiture of the financial interests;
- Modification or monitoring of the research;
- Recusal of the investigator from certain sections of the research;
- Severance of relations that cause or appear to cause conflicts of interest.
- Other conditions deemed by the Conflicts of Interest Officer to be appropriate.

Faculty or staff found to be in violation of this policy may be subject to sanctions such:

- Having a letter of censure placed in the file;
- Being deemed ineligible to submit grant or IRB applications;
- Being prohibited from teaching or research;
- In egregious cases, not being reappointed or being dismissed.

As required by federal regulations, the College will report to the NIH and/or to the appropriate federal authorities, granting agency, or other relevant entity about any conflicts of interest and how they are being managed at the College.

Discrimination and Harassment Policy

Please use the link below to access the College's Discrimination and Harassment Policy

Link to Staff Handbook: <https://www.mmm.edu/offices/human-resources/policy-against-harassment-and-unlawful-discrimination/>

Domestic Violence Policy

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#DomesticViolencePolicy>

MMC is committed to promoting the health and safety of its employees. The purpose of this policy is to heighten awareness of domestic violence and its effects in the workplace and to provide support, when requested, to employees and management to address the occurrence of domestic violence and its effects in the workplace by providing information to employees where assistance can be sought.

Domestic violence is a pattern of coercive behavior that is used by one person in a household to gain power and control over another. Examples of domestic violence include, without limitation,

physical, sexual, emotional and psychological violence and abuse, threats, intimidation, verbal abuse, economic control with the intent to intimidate, stalking, and destruction or attempted destruction of property. Domestic violence occurs between people of all racial, economic, educational, religious backgrounds, in heterosexual and same sex relationships, living together or separately, married or unmarried, in short-term or long-term relationships.

Domestic violence manifests itself in the workplace through, among other things, excessive absenteeism, employee distraction and loss of productive time, increased medical assistance to the victim and insurance claims, and potential physical violence against the employee victim and/or others that may be affected by violence in the workplace.

It is the policy of the College to attempt to make available to the victim or potential victim early intervention information and referrals to professionals in the field in order to attempt to avoid or minimize the occurrence and effects of domestic violence in the workplace. While MMC cannot guarantee any employee's safety, it is committed to full compliance with all applicable laws governing domestic violence in the workplace, some of which may provide entitlement to unpaid leave for employees who are victims of domestic violence.

MMC will not tolerate acts or threats of domestic violence or other violence against any employee while in the workplace or while conducting College affairs or business. Any employee who threatens, harasses, or abuses someone at the workplace or from the workplace while conducting business and/or using any College resources such as time, telephones, FAX machines, mail, e-mail, the Internet, or other means may be subjected to corrective or disciplinary action, up to and including dismissal.

If an employee reports that he or she is a victim of domestic violence and/or is in need of leave because of domestic violence, MMC will, to the extent allowed by law, take reasonable steps to respect the confidentiality and autonomy of the reporting employee, informing other employees or other persons on a need to know basis only, and only to the extent reasonably necessary to protect the safety of the employee or others and comply with law. Wherever practicable, advance notice will be given to the reporting employee if the College needs to inform others about the domestic violence situation or if it receives a subpoena ordering the disclosure of such information.

Employees are strongly encouraged to be alert to and inform appropriate personnel and specifically, The Director of Human Resources, of any behavior which they believe in good faith presents a threat to the workplace and such reports will, to the extent permitted by law, be treated by the College.

Employees should notify their supervisor or a manager of the situation and the possible need to be absent or other potential needs and provide a copy of the restraining order or other relevant legal process to the supervisor or manager.

Drug-Free Workplace

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#DrugFree>

MMC is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that drug and alcohol abuse pose a significant threat to our goals and impair the College's ability to maintain a safe work and educational

environment that is free from the effects of drugs and alcohol. We have established a drug-free workplace that balances our respect for individuals with the need to maintain a drug and alcohol-free environment.

- As a condition of employment, MMC requires that employees adhere to a strict policy regarding the use and possession of drugs and alcohol.
- MMC encourages employees to voluntarily seek help with drug and alcohol problems.

It is a violation of our drug-free workplace policy to use, possess, sell, trade, manufacture, distribute and/or offer for sale alcohol, illegal drugs or intoxicants.

Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician's prescription. Any employee taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with safe performance of his/her job.

The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of our drug-free workplace policy to intentionally misuse and/or abuse prescription medications. Appropriate disciplinary action will be taken if job performance deterioration and/or other accidents occur.

Any employee convicted of any criminal offense must notify the Director of Human Resources, in writing, within 5 days from the date of the conviction. Failure to provide the required notification is grounds for termination, and employees may also be subject to disciplinary action, including termination, for committing a criminal offense.

Equal Employment Opportunity and Affirmative Action

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#EEOAA>

It is the policy of the College to provide equal employment opportunities without regard to race, color, religion, gender, sexual orientation, ethnic or national origin, disability, age, veterans' status, genetic information, gender identity or expression or any other protected status. This policy relates to all phases of employment, including, but not limited to, recruiting, employment, placement, upgrading, demotion or transfer, reduction of work force and termination, rates of pay or other form of compensation, selection for training, the use of all facilities, and participation in all college sponsored employee activities. In addition, our personnel policies and practices, including those relating to compensation, benefits, transfer, retention, termination, training, self-development opportunities, as well as social and recreational programs, are administered without discrimination on the basis of race, color, gender, age, sexual orientation, religion, ethnic or national origin, disability, veterans' status, genetic information, gender identity or expression or any other protected status. Provisions in applicable laws providing for bona fide occupational qualifications, business necessity, or age the company will adhere to limitations where appropriate.

Gifts and Gratuities

(Reproduced from the MMC Staff Handbook updated March 2014)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#Gifts>

Employees of the College (faculty and staff) may accept unsolicited gifts and business courtesies if they are customary and commonly accepted business courtesies; not excessive in value and given and accepted without an express or implied understanding that obligates the employee or College by the acceptance of the gift. Any gift that is given that is excessive in value or unusual in nature, shall be returned immediately to the supplier or representative who will be informed of the College's policy pertaining to gifts and gratuities.

Guidelines for Approval of Published Materials

(Office of Institutional Advancement, 2005)

All written correspondences, including invitations, flyers, departmental newsletters, catalogs, handbooks, and press releases, should follow the visual guidelines provided in the MMC Style Guide, which can be found on the P Drive in the "MMC Brand" file.

Hate/Bias Crimes

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#Hate/BiasCrimes>

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence, or previous convictions of the offender. Perpetrators who are employees will also be subject to College disciplinary procedures where sanctions including termination of employment are possible.

If you are a victim of, or witness to, a hate/bias crime on campus, report it immediately to the Director of Security.

Immigration Reform and Control Act

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#Immigration>

MMC will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States through a completed and verified I-9 form. The most common forms of

identification are a driver's license and social security card; however, other documents can be used.

If you have any questions or need more information on immigration law issues, please contact Human Resources.

Inclusivity Statement

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#Inclusivity>

Marymount Manhattan College is an inclusive community. Inherent in our mission is the commitment to diversity among our students, faculty, and staff. We welcome civil debate and encourage the lively exchange of ideas to foster and promote an inclusive campus culture and learning environment. We respect and honor the dignity and value of every human being. We strive to create a community free from bias and harassment that maximizes each person's capacity to learn and work in an institution in which difference is embraced, valued and celebrated.

Parental/Caregiver Leave Policy

Approved by APC January 2015

The Family and Medical Leave Act of 1993 (FMLA) provides for the granting of 12 weeks of unpaid leave to an employee under the following circumstances and after one full year of employment at the place of business:

1. Upon the birth, placement for adoption or foster care of a child;
2. When he/she is needed to care for a child, spouse or parent with a serious condition; and
3. When the employee has a serious health condition that makes him/her unable to perform the functions of his/her job.

Following FMLA guidelines, an employee will be eligible for FMLA leave after 12 months of employment. Parental leave (paternity or maternity) is considered leave under the FMLA.

In order to ease the economic circumstances of those requiring leave to care for newly born, adopted or foster care placed child, or to provide care to a child, spouse or partner, or parent with a serious health condition, the College will provide paid leave to full time faculty members under certain circumstances to those requiring these types of FMLA qualifying leave (pay during the serious health condition of the faculty member him/herself is addressed elsewhere¹). Faculty members are entitled to only one such paid leave per twelve months (even if less than twelve weeks are utilized during said paid leave).

¹ Faculty leave for one's own serious health condition is already part of MMC's governance – section 3.02.01 – and provides “full salary for three months.”

Parental/caregiver leave: MMC will provide up to 8 weeks of paid leave and 8 weeks of unpaid leave to a faculty member:

1. who is adopting a child or is receiving a foster care placement
 2. whose spouse or partner is giving birth, adopting, or is receiving foster care placement
 3. who is needed to care for a child, parent, spouse, or partner with a serious medical condition (medical certification and certification that the faculty member is the primary caregiver is required according to FMLA guidelines).
- The faculty member has the right to select a full semester of 16 weeks at half-pay in lieu of the eight weeks paid leave/eight weeks unpaid leave. A faculty member may, of course, opt for only the paid leave. In addition, a faculty member can request to teach part-time and receive a semester of 16 weeks and full pay. They will be required to teach 2 courses in that semester, of a 4-course load, and receive a 2-course release in that same semester. Approval of this option is at the sole discretion of the Division Chair and Academic Dean. If leave is taken during the 3-course semester, the faculty member must teach 1 course and participate in 1 project and/or administrative assignment as assigned by his/her Division Chair and approved by the Academic Dean.
 - Alternative arrangements may be made if requested by the faculty member and at the sole discretion of the Division Chair, Academic Dean and Human Resources.

All parental leaves must be taken within 12 months of the birth, adoption or placement (FMLA guidelines).

Faculty members on year-to-year contracts may not be granted leave beyond the end dates of their appointments, unless the renewal of their contract is established (AAUP guidelines).

At the faculty member's request, a tenure clock will be suspended for up to one year if an FMLA leave is granted (AAUP Guidelines).

Current Procedure

A faculty member desiring a leave for reasons of health or personal need shall apply in writing to the Academic Dean as soon as it is possible to do so. If the leave request is for medical reasons, Human Resources must be notified as well. After consultation with the Department Chair, the Dean shall transmit the application together with a written recommendation to the President, who shall proceed as with other applications for leave. (MMC Governance Section 3.02.01.).

The normal teaching duties of the faculty member may be reassigned through 1) a colleague assuming an overload, 2) the hiring of adjunct faculty, or 3) the hiring of a full-time faculty member for the duration of the leave. The Chair of the department in consultation with the full department faculty will assess the best course of action and submit the recommendation to the Vice President for Academic Affairs.

In the case that a request for leave has a mid-semester start or end date, the Chair, faculty member and Vice President for Academic Affairs will work out how teaching duties should be covered. In some instances, a faculty member may request a reduced teaching load as part of the arrangement.

While on unpaid FMLA leave, employees will be responsible for paying 100% of their share of medical and dental premiums. While on unpaid leave, MMC will not make contributions to TIAA-CREF.

PAID FAMILY LEAVE

Effective January 1, 2018, New York State has adopted a Paid Family Leave (NY PFL) law.

Leave reasons. The NY PFL law provides partially paid job-protected leave for the following reasons:

1. To bond with a newborn, newly adopted, or newly placed foster child (within one year of birth, adoption, or placement)
2. To care for a covered family member with a serious health condition
3. To address exigencies if a covered family member is called to active military duty (“military exigency”)

Employee Eligibility. Both full-time and part-time employees whose primary work location is in New York are eligible for NY PFL. Employees who work 20 or more hours per week are eligible for coverage after 26 weeks of consecutive employment.

Employees who work fewer than 20 hours per week are eligible after 175 days of employment (which need not be consecutive).

Amount and length of NY PFL benefit. The NY PFL law benefit for 2018 is 50% of your average weekly wage, not to exceed 50% of the New York State average weekly wage, for a maximum of eight weeks. For 2018, the average weekly wage is \$1,305.92 and, therefore, the maximum benefit is \$652.96 per week.

The NY PFL law provides that the leave benefit will increase in 2019–2021, as follows:

- 1/1/2018 50% of average weekly wage for a maximum of eight weeks
- 1/1/2019 55% of average weekly wage for a maximum of 10 weeks
- 1/1/2020 60% of average weekly wage for a maximum of 10 weeks
- 1/1/2021 67% of average weekly wage for a maximum of 12 weeks

Under the NY PFL law, if an employee is out on a leave that carries over into the next calendar year, the benefit that was in effect when the leave began will remain applicable. For example, if an employee commences a leave in 2018, the 2018 benefit amounts will continue to apply if the leave carries over into 2019.

For 2018, employees may take NY PFL on or after January 1, 2018, to bond with a newborn or newly adopted or placed child as long as the birth, adoption, or placement occurred (“qualifying event”) fewer than 52 weeks prior to the commencement of the leave and the leave is completed prior to the expiration of 52 weeks after the qualifying event.

Employee funding of NY PFL. The NY PFL benefit is funded exclusively through employee payroll deduction. For 2018, the amount of the employee payroll deduction is 0.126% of your average weekly wages, not to exceed the statewide average weekly wage. The State has indicated that the current average weekly wage is \$1,305.92. This cap means that while your actual contribution is dependent upon your wages, it will not exceed \$85.80 for all of 2018.

Health insurance benefits. Under the NY PFL law, employees are entitled to continue their group health insurance benefits during their covered leave. Employees will be responsible for continuing to pay their share of insurance premiums during this period.

Relationship to FMLA and NY statutory disability benefits. If you are eligible for leave under the federal Family and Medical Leave Act (FMLA), your NY PFL leave may run concurrently with your

FMLA leave. You also may be eligible for New York Statutory Disability Benefits (NY DBL), which provide a benefit if you miss work for your own disabling medical condition. (It's important to know that you may not take NY PFL and NY DBL leave at the same time). NY DBL provides for up to 26 weeks of disability benefits per year. While an employee is also eligible for eight weeks of NY PFL for 2018, the law requires that the maximum amount of NY DBL and NY PFL taken in a 52-consecutive-week period cannot exceed 26 weeks.

Therefore, if you take eight weeks of NY PFL, you will only have 18 weeks of NY DBL available for that 52-week period.

Process for taking NY PFL. Employees will be required to submit a request for NY PFL containing information prescribed by the State of New York. Employees will also be required to submit a certification (again, in a format being prepared by the State of New York) to support the need for the leave.

- For bonding leave, employees will need to provide verification of the date of the child's birth, adoption, or
- For leave to care for a family member with a serious health condition, employees will be required to submit a medical certification from the family member's health care
- For military exigency leave, an employee will need to submit a copy of the family member's military documentation and possibly other documentation relating to the specific reason for the

Intermittent NY PFL Leave. The NY PFL law permits employees to take intermittent NY PFL in increments of no less than one work day. If you work any part of a day, you are not eligible for NY PFL benefits for that day.

Notice requirements. Under the NY PFL law, for leaves which can be anticipated, employees must give employers at least 30 days' advance notice. Employees may "pre-file" for NY PFL before a qualifying event has occurred. If the need for the leave cannot be anticipated, employees must give notice as soon as practicable. Employees are required to list the dates of intermittent leave in their NY PFL request, and if such dates are not known, employees must provide notice as soon as practicable.

Waivers of NY PFL coverage. In most cases, employees are not allowed to waive coverage in the NY PFL program. The only exception is if (1) an employee's schedule is 20 hours or more per week but the employee is not expected to work 26 weeks in a 52-consecutive-week period or (2) the employee's schedule is fewer than 20 hours per week and the employee is not expected to work 175 days in a 52- consecutive-week period. If an employee meets either of those conditions they will need to complete the Paid Family Leave Benefit Opt-out form to become exempt from the obligation to incur payroll deductions.

However, if the employee subsequently meets these thresholds, the employee will be required to make the premium contributions/payroll deductions. For 2018 (other than those who sign a waiver) employees will see a payroll deduction in the amount of \$3.30 biweekly.

If you are eligible for a waiver, if you do not execute the waiver form, the deduction will be made.

The Hartford. The Hartford will be the administrator of the NY PFL plan. Employees can call Hartford at 1-877-838-2924 for more information. Marymount Manhattan College's policy number with Hartford for the NY PFL is 631940.

Policy for Reporting Dishonest or Fraudulent Behavior (Whistleblower Policy)

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#WhistleblowerPolicy>

MMC is committed to providing a safe and productive environment for all members of the College community. The College's internal controls and operating procedures are intended to deter activity that is contrary to College policy, or in violation of federal, state and local laws and regulations. It is the College's responsibility to investigate matters that may represent intentional and unintentional violations of laws, regulations, policies and procedures.

In view of this, MMC encourages all members of the College community to express their concerns about:

- Fraud and financial irregularities.
- A serious breach of health and safety regulations, endangering the health and safety of College community members and others.
- Any criminal activity.
- Any violation of law.
- Failure to comply with legal obligations.
- Unethical conduct.

If a member of the College community has a good faith basis to believe or to reasonably suspect the occurrence of illegal or improper conduct or activity as outlined above, that person may report such action or activity without fear of reprisal or retaliation. The person reporting the alleged offense should send a sealed letter to Kerry Walk, PhD, President, Marymount Manhattan College, 221 East 71st Street, New York, New York 10021. A second sealed letter should be sent to Chair of the Audit Committee, Marymount Manhattan College, 221 East 71st Street, New York, New York 10021. After receiving notification of alleged illegal or improper activity, MMC will conduct a thorough investigation and recommend appropriate action to the College President.

MMC will, as much as possible, respect the confidentiality of the discloser and will protect him/her from reprisals. MMC will not tolerate any attempt to victimize the discloser. Should retaliation actually occur, such act shall be considered a serious violation of College policy and will be dealt with accordingly. Encouraging others to retaliate is also a violation of this policy.

Individuals are encouraged to come forward in good faith with genuine concerns. However, persons using this policy to make false or malicious accusations should know that such behavior could constitute an act of gross misconduct that would be subject to internal disciplinary action and could result in subsequent legal action.

MMC Policy on Sexual Misconduct, Sexual Assault, Stalking and Relationship Violence

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#HarassmentandDiscrimination>

Policy Prohibiting Relationships Between College Employees and Students

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#PPR>

Employees are prohibited from entering into romantic and/or sexual relationships with students. Such relationships are inherently unequal in power and therefore cannot be truly consensual. Possible violations of this policy will be investigated and reviewed by the appropriate Vice-President along with the Director of Human Resources and may constitute grounds for disciplinary action up to and including dismissal.

Smoking

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#Smoking>

Smoking is prohibited throughout the College in accordance with New York's Clean Indoor Act of 1990. Smoking in dorms is restricted to designated areas.

Standards of Conduct

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#Conduct>

MMC expects a high standard of employee conduct. Certain violations of College regulations are so serious that they may call for immediate discharge or other appropriate disciplinary action. Such actions include but are not limited to:

- Refusing to carry out job duties or reasonable directives of the supervisor.
- Deliberate or reckless action that causes either actual or potential loss to MMC or employees or damage to property or physical injury to employees.
- Action that is or can reasonably be expected to be seriously detrimental to MMC or its reputation.
- Fighting or disorderly conduct on the premises or at a College sponsored event.
- Unauthorized disclosure or use of confidential or related material or information.
- Misrepresentation, including falsification of reports or records, or deliberate failure to accurately complete reports or records.
- Misappropriation of College funds or other assets.
- Illegal or unauthorized possession of a weapon on MMC premises or at a College sponsored event.
- Theft or unauthorized removal of College property or of the property of others.
- Willful discrimination in hiring, firing, pay, promotion, transfer and conditions of employment of employees for reasons of race, color, religion, creed, ancestry, age,

- gender, genetic information, sexual orientation, national origin, disability, gender identity or expression or status a Vietnam-era and/or disabled veteran.
- Sexual harassment, defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
 - Serious or continued violation of safety standards.
 - Threats.
 - Drug and alcohol use.
 - Any other breach of the employment relationship.
 - This list is merely illustrative of prohibited behavior and not intended to be all-inclusive.

An employee's job performance, prior violations of rules and other relevant circumstances may be considered in determining whether to warn, suspend or discharge any employee. The employee's Supervisor and Management will decide whether corrective action, up to and including dismissal, is appropriate.

The above list is not a limitation on MMC's right to terminate its employees. MMC maintains the right to terminate an employee at any time, for any reason, with or without cause.

Nothing in this policy is intended to interfere with, or should be interpreted to limit, an employee's rights to discuss their wages, hours and conditions of employment or other free speech rights consistent with the National Labor Relations Act

Tuition Exchange Program

In addition to the benefits mentioned above, there is a Tuition Exchange Program for eligible dependents of faculty members. The Admissions Office can provide more information.

Violence in the Workplace

(Reproduced from the MMC Staff Handbook)

Link to Staff Handbook: <https://www.mmm.edu/staff/staff-handbook.php#ViolenceintheWorkplace>

MMC prohibits threatening or violent behaviors, directed at an individual, group of individuals, class of individuals or relatives of those individuals. The College policy applies to any threats or acts of violence related to the College workplace.

Prohibited behaviors include, but are not limited to:

- Threats or acts of violence made directly or indirectly by words, gestures or symbols.
- Threats or acts of violence that are targeted at any specific class of individuals.
- Intimidating threats or acts in any manner or form which intimidate, coerce or cause fear of harm.
- Other crimes that interrupt departmental productivity or cause fear or harm.
- The use of physical force with the intent to commit harm.
- MMC has a zero-tolerance policy for violence in the workplace. Any form of violent behavior is destructive to the College community and will not be tolerated. As an employee, you have a responsibility to report promptly to your immediate supervisor, any threats or incidents of workplace violence, whether they are directed at you or at

another member of the College community. Your supervisor, the Department of Security and the Department of Human Resources will coordinate an appropriate response.

In crisis situations or in any case where there is a concern about an immediate threat of violence or if a situation continues to escalate, you should contact the Department of Security immediately at extension 411.

Violations of MMC's policy on Violence in the Workplace may result in corrective action, up to and including termination of employment.

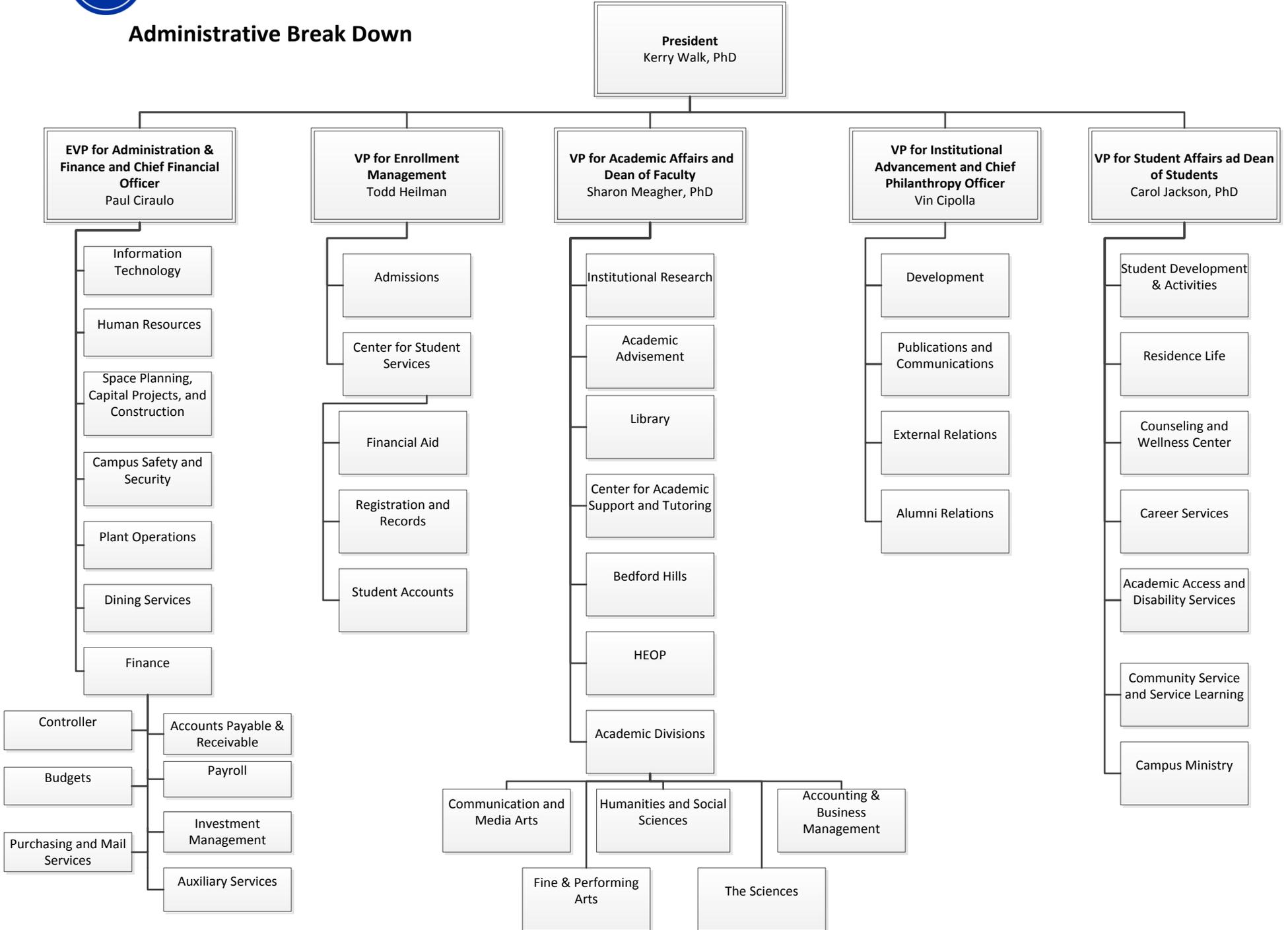
APPENDIX A

Appendix Index

<u>Department</u>	<u>Handbook Section</u>	<u>Appendix#</u>	<u>Item</u>
Bus Office	A	1.00	MMC Organizational Chart
VPAA	A	2.00	AA Organizational Chart
VPAA	A	3.00	Faculty Council committee Memberships
VPAA	A	4.00	Academic Division Chart of Majors



Administrative Break Down



Academic Affairs Organizational Chart 2018-2019

Sharon Meagher, Ph.D.
 Vice President for Academic Affairs and Dean of the Faculty
 212-517-0521

Kathleen LeBesco, Ph.D.
 Senior Associate Dean for Academic Affairs
 212-517-0522

Richard Sheldon
 Assistant Vice President for Academic Administration
 212-774-0778

Lora Georgiev
 Assistant to the Vice President for AA
 212-517-0523

Jacqueline Noel
 Coordinator for Academic Affairs
 212-774-4816

Cynthia Sittler
 Part-Time Study Abroad Coordinator
 212-774-0791

CENTER FOR ACADEMIC SUPPORT AND TUTORING (CAST)
 212-774-4820

Monica Colbert
 Director for Center for Academic Advancement
 212-774-4822

Ryan Cunningham
 CAST Coordinator
 212-774-4823

David Mold
 Division Chair, FAPA
 212-774-0764

Brooke Harbaugh
 Administrative Coordinator, FAPA
 212-774-0766

Matthew Land
 Operations Director, FAPA
 212-774-0765

Amber Indyk
 Administrative Assistant, Dance
 212-517-0612

Nathaniel Hamm
 Assistant Technical Director, FAPA
 212-774-0894

Armando Morales
 Costume Coordinator, Dance
 212-774-0415

Philip Trevino
 Technical Director, Dance
 212-774-0701

HEOP
 212-517-0590

BHCP

TBA
 HEOP Director
 212-517-0592

Aileen Baumgartner
 Director of Bedford Hills College Program
 914-241-3100 x 4514

Keith Windsor
 HEOP Counselor/Coordinator
 212-517-0591

Emma Greer
 Assistant Director for BHCP
 914-241-3100 x 4514

Bradley Herling, Ph.D.
 Division Chair, Humanities and Social Sciences
 646-393-4115

Carly Schneider
 Administrative Coordinator, Humanities and Social Sciences
 646-393-4111

Brian Rocco
 Library Director
 212-774-4802

Jonathan Arevalo
 Circulation Manager
 212-774-4815

Mary Brown, Ph.D.
 Archivist and Bibliographer
 212-774-4817

Jason Herman
 Electronic Resources Librarian
 212-774-4804

Jordan Horsley
 Coordinator of Media Center
 212-774-4805

Teresa Yip
 Library of Congress Cataloguer
 212-774-4818

Tammy Wofsey
 Reference Librarian
 212-774-4803

David Uscinski
 Coordinator of Media Center
 212-774-4801

Peter Scheafer, Ph.D.
 Division Chair, Communication and Media Arts
 212-517-0678

Katherine Wood
 Administrative Assistant, Communication and Media Arts
 212-774-4834

Michael Salmon
 Dean of Academic Advisement and Student Retention
 212-517-0529

Mariely Mena
 Administrative Assistant
 212-517-0568

Xenia Machado
 Academic Advisor
 212-517-0440

Melissa Weekes
 Academic Advisor
 212-774-4852

Christian Daru
 Academic Advisor
 212-517-0509

Cordara Newson
 Academic Advisor
 212-517-0526

Alessandra Denaro
 Academic Advisor
 212-517-0479

Ken Ching, Ph.D.
 Division Chair, Sciences
 212-517-0657

Kate Warner
 Administrative Assistant, Sciences
 212-517-0725

Denise Cruz
 Director, Clinical Education and Clinical Services
 212-517-0728

TBA
 Science Lab Supervisor
 212-517-0598

Paul Della-Rocca
 Part-Time Science Lab Supervisor
 212-774-4811

Vandana Rao, Ph.D.
 Division Chair, Accounting / Business Management
 212-517-0635

Carmen Jackman-Torres
 Administrative Assistant, Accounting / Business Management
 212-517-0631

Jason Lin
 Senior Institutional Research Analyst
 212-774-0785

Cheryl Goldstein
 Director of Institutional Research
 212-517-0683

ELECTED COMMITTEES OF THE FACULTY COUNCIL 2018-2019

Faculty Council President

Jill Stevenson, Theatre, tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)

Faculty Council Vice-President

Rob Dutiell, Theatre, tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)

Faculty Council Secretary

Michael Colvin, EWL, tenured (elected 4/18 to 2-year term, fall 2018-spring 2020)

Standing Committees

Faculty Budget and Welfare Committee

Cecilia Feilla, EWL, tenured (elected 5/16 to 3-year term, fall 2016-spring 2019)

Biba Sampoli Benitez, Natural Sciences, tenured (elected 5/16 to 3-year term, fall 2016-spring 2019)

Katie Langan, Dance, tenured (elected 4/17 to 3-year term, fall 2017-spring 2020)

Vinod Changarath, Business, tenure-track (elected 4/18 to 3-year term, fall 2018-spring 2021)

The Curriculum Committee

Meg Shakibai, Communication Sciences and Disorders, tenured (elected 4/16 to 3-year term, fall 2016-spring 2019)

Corey Liberman, CMA, tenured (elected 5/17 to 3-year term fall 2017-spring 2020)

Sarah Weinberger-Litman, Psychology, tenured (elected 5/17 to 3-year term fall 2017-spring 2020)

Catherine Cabeen, Dance, tenure-track (elected 4/18 to 3-year term fall 2018-spring 2021)

Martha Sledge, EWL, tenured (elected 4/18 to 3-year term fall 2018-spring 2021)

The Committee on Promotion and Tenure

Jeff Morrison, Theatre, tenured (elected 5/17 to 3-year term, fall 2017-spring 2020)

Magdalena Maczynska, EWL, tenured (elected 5/17 to 3-year term, fall 2017-spring 2020; **on leave for 2018-2019**)

Manolo Estavillo, Politics and Human Rights, tenured (elected 5/18 to 3-year term or one-year replacement, fall 2018-2021)

Corey Liberman, CMA, tenured (elected 5/18 to 3-year term or one-year replacement, fall 2018-2021)

Andrea Tsentides, Accounting, tenured (elected 5/18 to 3-year term or one-year replacement, fall 2018-2021)

The Committee on Grievances

John Basil, Theatre, tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)

Mark Conard, History, Philosophy & Religious Studies, tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)

Barbara Adrian, Theatre, tenured (elected 5/18 to 3-year term, fall 2018-spring 2021)

Yu-Yin Cheng, History and International Studies, tenured (elected 5/18 to 3-year term, fall 2018-spring 2021)

Jerry Williams, EWL, tenured (elected 5/18 to 3-year term, fall 2018-spring 2021)

The Committee on Faculty Leaves and Fellowships

Dan Hunt, CMA, non-tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)
 Gunjali Trikha, Business, non-tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)
 Vinod Changarath, Business, non-tenured (elected 5/18 to 2-year term, fall 2017-spring 2019)
 Ellen Orenstein, Theatre, tenured (elected 5/18 to 2-year term, fall 2017-spring 2019)
 Jerry Williams, EWL, tenured (elected 5/18 to 2-year term, fall 2017-spring 2019)

Faculty Development Committee

Melissa Kollwitz, Theatre, non-tenured (**chair**, elected 4/17 to 2-year term, fall 2017-spring 2019)
 Jennifer Mueller, International Studies, non-tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)
 Emily Goldsmith, Business, non-tenured (elected 4/18 to 2-year term, fall 2018-spring 2020)

Teaching Excellence Award Committee

Eileen Doherty, 2016-2017 Recipient (fall 2017-spring 2019)
 Magdalena Maczynska, 2017-2018 Recipient (fall 2018-spring 2020; **on leave for 2018-2019**)
 Nancy Lushington, Dance, untenured (elected 5/18 to one-year replacement, fall 2018-spring 2019)
 Antonio Suarez, Theatre, untenured (elected 5/18 to 2-year term fall 2018-spring 2020)

Faculty Representatives to the Board Academic Affairs Committee

Jennifer Brown, EWL, tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)
 Ann Jablon, Communication Sciences and Disorders, tenured (elected 4/17 to 2-year term, fall 2017-spring 2019)

Faculty Governance and Handbook Committee

Rob Dutiell, Theatre, tenured (**chair**, *ex officio* voting member, fall 2017-spring 2019)
 Carrie-Ann Biondi, History, Philosophy & Religious Studies, tenured (elected 5/17 to a 3-year term fall 2017-spring 2020)
 Jenny Dixon, CMA, tenured (elected 5/18 to 3-year term fall 2018-spring 2021)

Ad Hoc Academic Review Committee

Martha Sledge, EWL, tenured (elected 5/16 to 3-year term, fall 2016-spring 2019)
 Erin Greenwell, CMA, non-tenured (elected 5/16 to 3-year term, fall 2016-spring 2019)
 Mark Conard, History, Philosophy & Religious Studies, tenured (elected 5/16 to 3-year term, fall 2016-spring 2019)
 Michael Colvin, EWL, tenured (elected 5/16 to 3-year term, fall 2016-spring 2019; on leave fall 2017)
 Lauren Erin Brown, History and International Studies, non-tenured (elected 5/18 to a 3-year term, fall 2018-spring 2021)
 Lorraine Martinez-Novoa, Business, non-tenured (elected 5/18 to a 3-year term, fall 2018-spring 2021)

APPENDIX B

Appendix B

<u>Handbook Section</u>	<u>Appendix#</u>	<u>Item</u>
B	1.00	MMC Academic Honesty Policy
B	2.00	MMC Grade Appeal Policy
B	3.00	Guidelines for Appropriate use of Technology
B	4.00	Textbook Posting Information
B	5.00	MMC Campus Security Report
B	6.00	MMC Emergency Response Procedures
B	7.00	User Information for Student syllabus
B	8.00	Faculty Led Travel Course Prcedures and Policies
B	9.00	Domestic Waiver and Release Form
B	10.00	End of Term Course Evaluation Form
B	11.00	Institutaional Review Board FAQ
B	12.00	FEDEX Procedures
B	13.00	Copier Procedures
B	14.00	Special Events Procedures



index » Academic Honesty Policy

Academic Honesty Policy

MMC fosters an academic community; students and faculty work together to create a learning experience that imparts knowledge and forms character – the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty – one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that a student understands her/his true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work—on the computer or in writing—is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of his/her own work toward his/her own level of achievement; this will create a true community of dedicated, life-long learners.

CATEGORIES OF ACADEMIC DISHONESTY:

Academic dishonesty includes, but is not limited to, plagiarism, cheating, collusion, and willful misrepresentation.

A. *Plagiarism* means to present as one's own the work of someone else, or the attempt "to blur the line between one's own ideas or words and those borrowed from another source" (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>). Examples of plagiarism include: submitting work copied in part or whole from other students; submitting work copied in whole or part without proper attribution from the Internet, books, or articles; submitting work in part or whole purchased from or prepared by another person. Students can avoid the risk of plagiarism by clearly attributing and indicating the source of any idea or wording that they did not invent.

B. *Cheating* means doing something to gain an unfair advantage over other students. Examples of cheating include: using or attempting to use unauthorized notes or technology during an exam; copying from another student during an exam or in an assignment when not explicitly permitted to do so; repurposing an assignment from one class in part or whole for another class.

C. *Collusion* means collaborating with another person in an unauthorized fashion. Examples of collusion include: allowing another student to look at or copy your work; preparing an assignment for another student to submit as their own; allowing another person to do your work.

D. *Willful Misrepresentation* means intending to deceive. Examples of willful misrepresentation include: fabricating data; forging records or official documents; and lying about reasons for absence or late work in order to gain accommodation.

Please Note: Students found in violation of the Academic Honesty Policy will not be permitted to drop the course. If a student is found in violation of policy and the faculty member or Review Board sanctions an “F” grade for the class, the student’s transcript will reflect a letter grade of “F.” If a student should process a withdrawal form while the case is pending, the grade will be changed to an “F” grade.

The faculty of Marymount Manhattan College composed and approved this Academic Honesty Policy; in the case of academic dishonesty, the instructor has the authority to, but is not obligated to, fail the student for either or both the assignment and the course. In consultation with the Associate Dean for Academic Affairs, the instructor may also recommend other disciplinary action in accordance with college policy. However, in all cases, whether such action is taken or not, violations of the policy will be recorded in an Academic Integrity file maintained by Academic Affairs.

REPORTING STUDENTS:

All faculty (including part-time and full-time) must report all cases of academic dishonesty to Academic Affairs no matter how they choose to resolve the case. Faculty should identify cases of academic dishonesty as soon as possible but no later than within a month of the incident.

THE ACADEMIC INTEGRITY FILE:

When faculty report violations, each report goes into a central Academic Integrity file. Each reported student will receive written notification that a report will be placed in the file. The file will be placed under limited access and housed within Academic Affairs. Under most circumstances, only the Vice President of Student Affairs, the Dean of Students, and the Associate Dean for Academic Affairs will have access to the file. Information about individual cases will be made available to the Academic Review Committee on an as-needed basis.

Academic Affairs will take the following actions when notices are placed in the file:

1st violation: Students will be mailed a written notice requiring that they have an in-person meeting with the Associate Dean for Academic Affairs within thirty days. Students who do not respond to a request for a meeting will have a hold placed on their record until such meeting takes place. If the Associate Dean for Academic Affairs determines that a first violation is particularly egregious, s/he may refer the incident to the Academic Review Committee for consideration.

2nd or greater violation: Students will be mailed a written notice requiring that their case has been referred to the Academic Review Committee. The Associate Dean for Academic Affairs will explain the process to the student. The Associate Dean will then schedule a hearing by the Academic Review Committee and communicate the logistics to the student.

ACADEMIC REVIEW COMMITTEE

The Academic Review Committee will convene under the following circumstances:

1. When a student is cited for a second or greater instance of academic dishonesty with the placement of a notice in the Academic Integrity file, the case will automatically be referred to the Academic Review Committee for a

hearing within sixty business days of the placement of such notice.

2. Students may request a hearing of the Academic Review Committee to appeal a notice being placed in the Academic Integrity file.

Academic Review Committee Membership

The Academic Review Committee consists of five voting members of the faculty. An alternate member will be appointed by the Vice President for Academic Affairs if a committee member needs to recuse him/herself due to conflict of interest or is not available for a deliberation. In each case, all members participating in this process are expected to maintain the highest level of discretion and confidentiality regarding all proceedings and findings.

PROCESS FOR APPEALS

1. A student may request a hearing with the Academic Review Committee within thirty business days (as determined by the date on the notification letter) of a notice being placed in the Academic Integrity File.

2. The Chair of the Academic Review Committee must schedule a hearing within sixty business days after receiving a student's request for an appeal. The hearing itself must take place prior to the end of the following semester. All efforts should be made to guarantee that the hearings take place in a timely manner.

The Academic Review Committee has the following responsibilities:

1. Determine whether the parties acted according to the College's policies regarding academic dishonesty;
2. Decide whether the allegations of academic dishonesty are warranted;
3. Decide whether the grade penalty and/or disciplinary action were warranted;
4. Consider a number of resolutions including but not limited to: clearing the student; issuing a written warning; mandating remedial academic counseling re. ethics or academic integrity; requiring an assigned project related to academic integrity or ethics; dismissal from the College Honors Program; denial of access to internships or independent studies; loss of scholarship support from the College; withholding honors or awards; suspending the student for one or more semesters, with the approval of the Vice President for Academic Affairs; permanently expelling the student, with the approval of the Vice President for Academic Affairs.

The Associate Dean will inform the interested parties of the decision within thirty business days of the hearing. All decisions made by the Academic Review Committee are final.

The following Rules and Procedures will apply to the Academic Review Committee:

1. Any member of the Academic Review Committee who has a conflict of interest with the case in question must recuse him/herself from the case.
2. The student will be informed by the Chair of the Academic Review Committee of his/her right to provide any evidence at the hearing.
3. The student will be allowed, but not required, to attend the hearing, and to bring one person (a faculty member,

staff member, or another student from the College) with him/her to the hearing. The Chair of the Academic Review Committee must be informed of that intention within seventy-two hours prior to the hearing. This person's role is to provide emotional support. He/she does not have the right to speak or ask questions.

4. Final decisions will be recorded in the Academic Integrity file.

Policy updated 8.12.15

Academic Advisement

Academic Standards &
Policies

Academic Catalogue

Forms

Graduation
Requirements

Transfer Students

Liberal Studies Program

FAQs

Meet the Staff

The Office of Academic Advisement

Lower Level Nugent

212-517-0568

Hours:

Mon, Thurs, Fri: 9:00am-
5:00pm

Tues, Wed: 9:00am-6:00pm

UPCOMING EVENTS

Check back soon!

Marymount Manhattan College

221 East 71st Street

New York, NY 10021

212.517.0400



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17/FA

Instructor: Professor Richard Sheldon

Business Management

IT*330*BL01 BUS MGMT AND INFORMATION TEC

Number of students: 16

Mark as shown: Correct Way - Mark A Single Box with XCorrection: To change your answer: Completely fill in the incorrect box, and then mark the correct box with X

1. Course Evaluation Questions

A = Completely, Very Satisfying, Just right | B = Largely, Quite Satisfactory, About right
 C = Average, At a Satisfactory level | D = Somewhat, Partially Unsatisfactory | E = Not at all, Unsatisfactory, Poor

- | | | A | B | C | D | E |
|------|--|--|--|--------------------------|--------------------------|----------------------------|
| 1.1 | Have you been intellectually and/or creatively challenged by this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 | Were the learning goals of the course clearly stated on the syllabus? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 | Were course requirements and grading procedures clearly defined on the syllabus? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 | Were the learning goals reflected in class work and assignments throughout the semester? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 | Did in-class learning activities provide useful preparation for papers, exams, projects or performances? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 | Were your expectations for this course fulfilled? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7 | Did the instructor communicate concepts effectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.8 | Does this instructor respond well to student questions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.9 | Was the instructor open to student viewpoints and ideas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.10 | Did the instructor provide timely feedback about your work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.11 | Did the instructor provide useful feedback about your work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.12 | Did the instructor provide individual attention when necessary? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.13 | Did the instructor make effective use of class time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.14 | Did you find the level of difficulty in the course appropriate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.15 | Did you find the workload of the course appropriate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.16 | Did you make serious efforts to meet the demands of this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.17 | What grade do you expect to receive (Use Letters to right; E equals F) | <input type="checkbox"/> A
<input type="checkbox"/> D | <input type="checkbox"/> B
<input type="checkbox"/> E | | | <input type="checkbox"/> C |
| 1.18 | Answer A if the course is a Major Requirement; B if Other Requirement; C if Elective | <input type="checkbox"/> A | <input type="checkbox"/> B | | | <input type="checkbox"/> C |
| 1.19 | Answer A if you have earned 0-30 credits; B if 31-60 credits; C if 61-90 credits; D if over 90 credits to date | <input type="checkbox"/> A
<input type="checkbox"/> D | <input type="checkbox"/> B | | | <input type="checkbox"/> C |

Please go to back Page for course comments



1. Course Evaluation Questions [Continue]**1.20 What aspects of the course were of particular benefit to you? Which aspects would you change?****1.21 Please comment on course materials, for example, textbooks, primary sources, case studies, videos, software.****1.22 Comment on the instructor's overall level of effectiveness. Were you inspired to learn? Was the instructor's responsive to your needs and abilities?**

Thank you for completing this survey!





MarymountManhattan

221 East 71st Street
New York, NY 10021

MMC Institutional Review Board (IRB)

Frequently Asked Questions

1. What does the IRB do?

The major roles of the IRB in the oversight of research are:

- A. To determine whether a proposed project constitutes research with human participants (or subjects) as per Federal guidelines;
- B. To review and approve or disapprove proposed research;
- C. To ensure that a proposed [informed consent](#) process meets the requirements of [45 C.F.R. 46.116](#) or subsequent revisions;
- D. To provide continuing oversight for progress reports and protocols for ongoing research.

2. How do I know if my data collection constitutes research with human participants?

Research with human participants is any activity intended to obtain and record information from or about human beings for research purposes. Examples of research with human participants include: surveys, observations of public or private behavior, experiments involving human responses, interviews, and the collection of existing data from medical or school records.

Federal regulations define *research* as a “systematic investigation ... designed to develop or contribute to *generalizable knowledge* [emphasis added].”¹

If your data collection will answer a question, or test a hypothesis, or assess a theory, then you may be doing research. If you are collecting that data (per federal guidelines) “through intervention or interaction with an individual” person or group of people, and/or will collect “identifiable private information” from that person or people by administering surveys, doing

¹ See Public Welfare, Protection of Human Subjects, 45 C.F.R. § 46 (2009).

interviews, or accessing records that include personal information, then that research likely involves *human participants* per federal guidelines.

If, in addition, you will be developing policy beyond the institution, or drawing broad conclusions, or disseminating your findings (by publishing them or presenting them), then you are considered to be *doing research* per federal guidelines.

So, if you are engaged in systematic investigation that involves collecting data from people and you plan to disseminate your findings, you are doing human participants research as defined by federal guidelines.

If you are at all uncertain, please review the federal guidelines and the material on the IRB page on the MMC website. You may also contact either of the Co-Chair(s) of the IRB ([Jeff Morrison](#) or [Linda Solomon](#)) with any questions.

3. What is the history of the IRB at MMC?

In spring 2007, MMC formed a Human Subjects Review Committee. In 2013, the Committee renamed itself as the CRRHP (Committee for the Review of Research with Human Participants). In January 2014, the Academic Affairs Office applied for a Federalwide Assurance (FWA – see item 17 below) and registered MMC’s IRB with the federal government. In August 2017, the A.A. Office updated and renewed these approvals.

If you are conducting or supervising research with human participants, and if you are employed by Marymount Manhattan College or you wish to do research on the premises of Marymount Manhattan College, then your study must be reviewed by the IRB. Applications and further information are available on the IRB page on the MMC website.

The primary aim of this review process is to protect the basic rights of research participants, namely their right to be protected from harm and to be protected from invasion of privacy.

4. As the person with the idea for this research, what is my role in all of this?

As the person who is originating the research, you are considered by the federal government to be the Primary Investigator (PI).

Although the IRB and investigators have different roles in research, they have a *shared responsibility* to ensure that research participant protections are appropriate.

As an investigator, you will work most effectively with the IRB if you understand the information that the IRB needs in order to review and approve your proposed research study. Further information and applications for review are available on the IRB page on the MMC website.

5. Do I need IRB approval to conduct research with human participants at Marymount Manhattan College (MMC)?

MMC has an IRB to facilitate research with human participants (or subjects) that meets ethical guidelines. If your work or your students' work does not meet the federal guidelines for research with human participants (or subjects), then you may not need to apply to the IRB at all. (See item 2 above.) In addition, when you apply to the IRB, the committee may determine that your research is *exempt from review* or eligible for *expedited review*. In general, if you feel that there is any future possibility that you will disseminate your findings, you should apply for approval before beginning each investigation. If the IRB withholds approval, you will have the opportunity to engage with the IRB to determine the changes that are needed.

6. What are the basic ethical principles for research with human participants?

Respect for persons: Respect for persons incorporates at least two ethical convictions: first, that individuals should be treated as autonomous agents; and second, that persons with diminished autonomy are entitled to protection. The principle of respect for persons further divides into two separate moral requirements: the requirement to acknowledge autonomy and the requirement to protect those with diminished autonomy. An autonomous person is an individual capable of deliberation about personal goals and of acting under the direction of such deliberation – someone who can exercise self-determination.

To respond to these requirements, ethical researchers give participants freedom to choose whether to participate in the research and information on which to base that decision. Ethical researchers use processes such as informed consent and debriefing when relevant. In the interests of equity, they avoid coercion and minimize deception.

Additionally, people with diminished autonomy are seen as requiring special protection. The capacity for self-determination can be compromised wholly or in part because of illness, mental disability, or circumstances that severely restrict liberty. A researcher concerned about ethical issues protects these people by taking extra care with research that involves such populations (children, ill or elderly, mentally disabled, incarcerated persons, etc.) or by forgoing such research.

Beneficence: Ethical researchers assess costs and benefits before conducting a study. They maximize benefits and minimize risks to the participants, taking account of the potential for negative psychological impact and the invasion of privacy, and they seek to protect vulnerable populations (e.g., minors, persons with certain disabilities).

The obligations of beneficence affect both individual investigators and society at large, because they extend both to particular research projects and to the entire enterprise of research. In the case of particular projects, investigators and members of their institutions are obliged to give forethought to the maximization of benefits and the reduction of risk that might occur from the research investigation (this is one of the most important functions of the MMC IRB). In the case of scientific research in general, members of the larger society are obliged to recognize the

longer term benefits and risks that may result from the acquisition of knowledge and from the development of novel medical, psychotherapeutic, and social procedures.

In other words, the learning that results from new research that will in fact benefit humans and human society may require exposing persons to risk. The problem of human subject research is to decide when it is justifiable to seek certain benefits despite the risks involved, and when the benefits should be foregone because of the risks.

Justice: Who ought to receive the benefits of research and bear its burdens? This is a question of justice, in the sense of "fairness in distribution" or "what is deserved." Human participants research (usually) involves a burden on someone – the subject of the research – and (hopefully) a benefit to many: the results of the research. The principle of justice dictates that the burden be equably distributed and the benefits be equably disseminated.

For example, the selection of research participants needs to be scrutinized in order to determine whether some classes (e.g., welfare clients, particular racial and ethnic minorities, or persons confined to institutions) are being systematically selected simply because of their easy availability rather than for reasons directly related to the problem being studied (the second criterion is in line with the principle of justice; the first is not). Finally, whenever research supported by public funds leads to the development of therapeutic devices and procedures, justice demands both that these not provide advantages only to those who can afford them and that such research should not unduly involve persons from groups unlikely to be among the beneficiaries of subsequent applications of the research.

7. Do these ethical constraints mean that I always have to obtain a signature of informed consent or that the informed consent document must reveal everything about my study to my participants?

No. Each methodology is assessed in terms of its risks and benefits. If a procedure involves little risk of harm, responses are anonymous, and participants have volunteered to participate, then a signature may not be required; after hearing or reading a description of the study, participants may give consent by their participation. Further, while an informed consent document should describe risks and benefits, procedures for anonymity and confidentiality, options for withdrawing or not continuing, and persons to contact in case of questions, it need not describe every detail of the study. In some cases, revealing such details would make it difficult to test the researcher's hypothesis. On the other hand, use of deception (e.g., describing a false purpose for the study or staging a false event during the study etc.) needs to be carefully assessed and should prompt an examination of the need for the deception, alternate ways to conduct the research, and types of debriefing needed at the end of each research session.

8. Who made up these basic principles and where can I see some samples?

Each profession may have a set of ethical guidelines (e.g., see the [American Sociological Association's Code of Ethics](#)); and many universities and colleges publish them on their websites (e.g., see the [City University of New York's Human Research Protections Program Policies and Procedures](#)).

In general, these institutional guidelines are based on, and consistent with, the federal government guidelines (themselves based on the [Belmont Report of 1979](#)).

In 1991, 14 other Federal departments and agencies joined Health and Human Services (HHS) in adopting the Common Rule - a uniform set of rules for the protection of human research participants, identical to subpart A of 45 C.F.R. part 46 of the HHS regulations. Revised guidelines may be published in January, 2019. For further information, visit the [Office for Human Research Protections](#) (OHRP).

9. I am doing a project in the arts or humanities. Do I need to apply for IRB approval?

That depends. Generally speaking, research in the humanities and research/creative activity in the arts does not involve research with human participants as defined by federal guidelines. Making a film (including documentary films); developing and presenting a performance; making visual art; doing creative writing; or writing, presenting or publishing a theoretical paper that does not incorporate experiments done on people, does not qualify as human participants research.

Research activities in the arts and humanities that are most likely to be considered human participants research involve interviews with experts and public figures. Interviews with such people about their area of public competence do not constitute human participants' research. However, if the research is about the subject herself, rather than her area of expertise, then it likely constitutes human participants research.

For example, asking a Roman Catholic priest about church liturgy is not research with human participants; the priest is functioning as an expert consultant, not a subject. On the other hand, research that involves asking priests about the difficulties they encountered in their commitment to celibacy is research with human participants, since the priests themselves are the "subjects" of the research.

Basically, if it seems that the activity may constitute research with human participants and in particular, if the risk of exposure or embarrassment is greater than the risk research participants would reasonably experience on a daily basis, then you should consult with the IRB to create procedures to protect those participants. Moreover, it is always useful to address the principle of respect for persons through written or oral informed consent, whatever the risk or the research may be.

10. What if I am conducting oral history interviews or doing an ethnography? Do I still need approval by the IRB?

If you interview people in a community, you may be doing an oral history project or conducting ethnographic research. An oral history project is typically exempt from IRB review, while ethnographic research is not.

An oral history project is typically exempt from review because the goal is to explain a particular past from a specific point of view, not to discover general principles. In other words, oral history

cannot be used to justify policies or procedures that will affect large numbers of people in the future. Therefore, oral history is not technically “research” as defined by the U. S. Office for Human Research Protection (OHRP). However, the IRB strongly recommends that people collecting oral histories obtain written or verbal consent from their interview participants.

Ethnographic research is not exempt from review. The purpose of ethnography is to describe the social context, relationships and processes of a group of people. This type of activity is defined as “research” by the OHRP. In addition, ethnographic research may involve significant risks to research participants such as discrimination, disruption of personal and family relationships, and/or loss of rights or claims. Ethnographic researchers should obtain approval from the IRB before engaging in ethnography.

11. I plan to do an ethnography. What do I need to know about informed consent?

Standard protocols for research with human participants require a signed waiver including the three key conditions of informed consent (communication of information, comprehension of information, and voluntary participation). However, in certain ethnographic research situations oral consent may be used instead.

The code of federal regulations for the protection of human subjects approved by the OHRP allows for the use of oral informed consent, instead of written consent, in two circumstances: 1) when the research subject prefers to give oral consent due to fears of a breach of confidentiality resulting from a written document linking the subject to the research; and 2) when the research involves minimal risk to the subject and written consent would be culturally inappropriate.

Using oral consent does not absolve the researcher from clearly informing participants about the purpose and procedures of the study, its potential risks and benefits, and plans for the use and protection of ethnographic materials. In cases where a signed waiver is not going to be used, the research plan must clearly state how the researcher will present this information orally.

12. How do I apply to the IRB for approval?

The IRB has created application forms. Complete the appropriate portion of the relevant application. Submit the completed application by email to the IRB Chair(s).

13. Does an approval have a termination date?

The IRB provides the dates for the approval period. If you change research procedures or wish to continue your research past the initial approval period, you must notify the IRB, and you may have to re-apply for approval.

14. What do I do if the IRB does not grant approval to my application?

You may re-apply after making revisions in your methodology. The IRB will be as specific as possible in explaining the issues it would like you to address. In rare circumstances, especially involving proposals to conduct research with participants who are deemed to be from a vulnerable group, the IRB may be unable to offer approval.

15. Do researchers outside the Marymount Manhattan College community go through a different procedure to apply to conduct research with human participants at Marymount Manhattan?

Yes and no. The application process is the same for all. However, outside investigators will be asked to identify a liaison within MMC, to indicate that their research has been approved by the appropriate outside Institutional Review Board (IRB) (if any), and may need to provide a waiver of liability to the College. If the outside investigator is recruiting MMC students to participate in research off campus, the PI should contact the chair(s) of the MMC IRB to determine the appropriate procedure to obtain approval.

16. Do MMC students go through a different procedure?

In general, student research with human participants is supervised by faculty members who are responsible for assessing the ethical nature of students' research. Students must obtain faculty permission before beginning data collection. Both faculty and students must complete appropriate training in research ethics. The [National Institutes of Health](#) provides free online training to researchers as a public service. The entire course takes approximately 3 hours to complete. Upon successful completion, researchers may print a certificate of completion.

As with faculty and staff research, some student research may be exempt from IRB review; other research may not. Further information is available in the 'Guidelines for faculty supervising student research.'

If students anticipate that they may want to publish or present their findings, they must submit an application to the IRB for approval prior to conducting their research. The IRB has created a specific application for student research and will respond to such applications as quickly as possible. The signature of the faculty sponsor is required on all such applications.

17. I am applying for a federal grant to fund my research. What ethical research issues do I need to be aware of?

Most, if not all, federal money earmarked for research with human participants requires that such research be vetted and approved by an IRB. IRBs are registered with the federal government and have satisfied the Office for Human Research Protections that the institution housing the IRB has a commitment to ethical research practices by obtaining a Federalwide Assurance (FWA). MMC completed these procedures in January, 2014, and renewed the approvals in August 2017.

1 From Please print and press hard.

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Address 221 E 71ST ST Dept./Floor/Suite/Floor _____

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Earliest next business morning delivery to select locations. Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Priority Overnight
Next business morning. Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Standard Overnight
Next business afternoon. Saturday Delivery NOT available.

2-3 Business Days

FedEx 2Day AM
Second business morning. Saturday Delivery NOT available.

FedEx 2Day
Second business afternoon. Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Express Saver
Third business day. Saturday Delivery NOT available.

Protections up to 100 lbs.
For packages over 100 lbs., see the only FedEx Shipper's Guide US Airbill.

5 Packaging * Declared value is in USD.

FedEx Envelope* FedEx Pak* FedEx Box FedEx Tube Other

6 Special Handling and Delivery Signature Options

SATURDAY Delivery
SATURDAY Delivery. FedEx Standard Overnight, FedEx 2Day AM, or FedEx Express 2Day.

No Signature Required
Package may be left without obtaining a signature for delivery.

Direct Signature
Someone at recipient's address may sign for delivery. See options.

Indirect Signature
If no one is available at recipient's address, someone at a nearby location may sign for delivery. For instructions, see options only. See options.

Does this shipment contain dangerous goods?
See box content for checklist.

No Yes (As per shipping label or Declaration) Yes (As per Declaration and Package)

Dangerous goods (including dry ice) cannot be shipped in Priority packaging or placed in FedEx Express Dry Box. Dry Ice (Dry Ice, CLN 100) Cargo Aircraft Only

7 Payment Bill to:

Bill to: FedEx Acct. No. or Ex. (U.S. Card No.) Invoice _____

Sender (Add Payment to bill on card) Recipient Third Party Credit Card Cash/Check

FedEx Acct. No. (U.S. Card No.) _____

Total Packages _____ Total Weight _____ Total Declared Value _____

The flat fee is limited to \$100 unless you declare a higher value. See back for details. By using this AIRBILL you agree to the service conditions on the back of this AIRBILL and in the current FedEx Service Guide, including terms and conditions.

The FedEx US Airbill has changed. See Section 4.
For shipments over 150 lbs., enter the new FedEx Express Freight US Airbill.

Copiers

Locations:

- 501Main
- Lower Level – Main
- 451 Nugent
- Department Copiers:
 - Theatre – Nugent – 1st Floor
 - Business Management – Nugent 5th Floor
 - Faculty Office – Main – Room 106
 - Science – Main – 6th Floor
 - Psychology – 7th Floor

Department Access codes are necessary to make copy, scan to e-mail or to print (designated copiers only).

If you need your department access code, please contact the Administrative Assistant in your department.

If you need help with use of the copiers, please speak to either the Administrative Assistant in your department or contact Jason Marrero at extension 423. You may also contact Maria C. Marzano for any issues related to the copiers at extension 428.

If a paper jam occurs, please contact the Mailroom – ext. 423 and someone will assist you.



Events Policy

Marymount Manhattan College

Events Policy

Effective July 2017

1. SchoolDude Online Reservations

All events on campus are coordinated through SchoolDude, our convenient, easy to use, online room reservation system. SchoolDude allows the MMC community to view a virtual calendar displaying College events, check room availability, make room reservation requests, and track event status through the approval process. The goal of this program is to maximize the use of the limited space on campus, to accommodate and promote events that enhance the College Community and are in keeping with the mission of the College.

2. College-Sponsored Events

College-sponsored events are the primary events on campus which are supported by a member of the College Community, and are only open to members of the Marymount Manhattan College community. These events are subject to an internal approval process in SchoolDude.

2.1 Examples of College-Sponsored Events

- Honors Day
- Town Hall Meetings

3. College-Related Events

College-Related Events have a connection with and the support of a College faculty or staff member but are sponsored by individuals outside of the College Community. These events require prior approval by the Department of Auxiliary Services as well as an executed license agreement. Fees for College maintenance and campus safety personnel may apply to these events.

4. External Events

External Events have no programmatic relationship with the College. **Space rental fees** apply to this type of event, as well as fees for College maintenance and campus safety personnel. External Events are required to use Marymount Manhattan Dining by Chartwells for Catering. All External Events require prior approval by the Department of

Auxiliary Services as well as an executed license agreement.

5. Campus Space 221 East 71st Street (Main Campus)

Events in campus spaces are subject to the approval process embedded in SchoolDude. Events are not confirmed until an activation email is received by the requester.

5.1 The Commons

The Commons is located on the third floor of Carson Hall - adjacent to The Lowerre Family Terrace and below the 4th Floor Café. The space is comprised of The Commons East and The Commons West. The Commons is a lounge area open from 9AM-5PM Monday through Friday. After 4PM (3:30pm set-up), The Commons West is available for programming. After 8PM, the entire Commons is available for programming. Meetings, small performances and receptions are most appropriate for this space. A dance floor is available for performances and The Commons is available for promotional use at any time. Reserving The Commons East or The Commons West outside of these hours, requires the approval of the Department of Auxiliary Services.

5.2 Conference Rooms

The Ann Miller Conference Room is located on the Lower Level of Nugent Hall within the Center for Student Services. It is primarily used by the Center for Student Services.

The President's Conference Room is located on the third floor of Carson Hall.

The Cafe Room is located on the 4th Floor of Carson Hall with the 4th Floor Cafe.

5.3 The Great Hall

The Great Hall is located on the first floor of the Carson Hall. This space is comprised of the Great Hall East and the Great Hall West. The Great Hall is primarily classroom and rehearsal space. When not in use it may be used for performances, large conferences and meetings, and large dinner events and receptions. The Great Hall can accommodate a maximum of 450 people or a 250 person seated reception.

5.4 The Hewitt Gallery of Art / Black and White

The Hewitt Gallery of Art is located on the first floor of Carson Hall. This space is comprised of the Black and White East and West rooms and the Esplanade. Any event held in this space must be mindful of the artwork. It is preferred that any tables in these spaces be located in front of the mirrors in the Black and White East and West rooms.

5.5 The Lowerre Family Terrace

The Lowerre Family Terrace is an outdoor space that connects Carson Hall and Nugent Hall on the third floors and is adjacent to The Commons. There are tables and chairs located on the Terrace. Additional tables and chairs relocated onto the Terrace are permitted for catering purposes only. The use of glassware and smoking are prohibited on The Lowerre Family Terrace. Amplified sound is only permitted by obtaining a sound permit from the local precinct. Reserving this space requires the approval of the Department of Auxiliary Services.

5.6 The Multi-Faith Center

The Multi-Faith Center is located on the fourth floor of Carson Hall and between the hours of 8AM to 7PM, the room is primarily used for prayer and meditation. Events in the Multi-Faith Center should be mindful of the purpose of the

space. Small gatherings, worship, and quiet activities are appropriate.

5.7 *The Nugent Lounge*

The Nugent Lounge is located on the first floor of Nugent Hall and is a student lounge. Student activities and promotional tables for student groups are most appropriate in this space.

5.8 *The Regina Peruggi Room*

The Regina Peruggi Room is located on the second floor of Carson Hall. This is the primary on-campus space for meetings, receptions, town halls and small dinner events. This space can accommodate a maximum of 72 people in a lecture style format.

5.9 *The Theresa Lang Theatre*

The Theresa Lang Theatre is located on the first floor of Nugent Hall and is the College's primary performance space. The theatre also functions as a classroom and rehearsal space. When not in use, the theatre is available for large lectures, meetings and performances.

6. Programmable Campus Space **255 East 71st Street (The Faculty Center)**

6.1 *Conference Room*

The Conference Room is located on the 2nd floor. This space has 12 chairs and can accommodate up to 14 people. Priority scheduling for this space is given to classes.

6.2 *Multi-Purpose Room*

The Multi-Purpose Room is located on the 2nd floor and seats 16. The space has 2 48"x96" rectangular tables. Priority scheduling for this space is given to classes.

6.3 *Terrace*

The Terrace is an outdoor space located on the 2nd floor adjacent to the Multi-Purpose Room. There are small benches along the Terrace perimeter. The use of glassware and smoking are prohibited on the Terrace. Amplified sound is only permitted by obtaining a sound permit from the local precinct.

7. Alcoholic Beverages

Alcoholic beverages are prohibited at all student events sponsored by students or by the Division of Student Affairs. Alcoholic beverages are permitted to be served at all other events by a licensed bartender hired through Marymount Manhattan Dining by Chartwells.

8. Catering Services

The College recommends that all events held on-campus use Marymount Manhattan Dining by Chartwells for catering. External Events are required to use Marymount Manhattan Dining by Chartwells. Marymount Manhattan

Dining by Chartwells will make every effort to accommodate all requests for services, regardless of the time the order is placed. Events with 25 guests or more that submit catering orders five (5) business days in advance are guaranteed. Events with 25 guests or less that submit catering orders three (3) business days in advance are guaranteed. Late orders or changes may be subject to additional costs including food, labor and/or supplies/rentals.

8.1 Catering Cancellations

Cancellation requests should be submitted via email to chartwells@mmm.edu or by phone at 212.517.0585. Orders cancelled after 3PM the day before the event will be billed for the total order amount. A cancellation fee of 45% of the total will be assessed for any order cancelled the day before the event between 9AM and 3PM. Any cancellation received after office hours (Monday-Friday, 9AM-3PM) or on the weekend will be processed the next business day. No fee will be assessed for cancellations due to extreme weather or school closings.

Department of Auxiliary Services

[Available Spaces](#)

[SchoolDude Instructions](#)

[Events Policy](#)

Director of Auxiliary & Real Estate Services

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Carson Hall, 3rd Floor

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212.517.0400

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MarymountManhattan

a college of the liberal arts

November 7, 2011 Marymount Manhattan College Grade Appeals Policy

One of the most essential assets of our higher education system is the imaginative and resourceful atmosphere encouraged by the existence of academic freedom on campus. As part of such freedom, faculty members have accepted the responsibility, in concert with their colleagues, to design and approve the curriculum. They have selected instructional materials, elucidated course goals, and determined the method of evaluation of student performance in their classes. Therefore, faculty should be afforded the highest degree of autonomy possible in instruction, including grading.

As an institution, Marymount Manhattan College asserts that grades earned by a student reflect the quality of his/her academic performance, as judged by the instructor of the course; in the spirit of academic freedom, the course instructor should have sole responsibility for determining all academic grades.

The institution recognizes that, though rare, a student may feel that his/her work has been graded unfairly, or that his/her grade is based on some standard other than academic performance in the course in question. In such cases, the Grade Appeal Procedure offers the student a vehicle by which to seek clarification and/or resolution. Only instructors have the authority to change a grade unless a review and change of grade determination occurs through the Grade Appeal Committee.

Steps for the Grade Appeal Process

Step 1

Student meets with Course Instructor

A student who questions his/her final grade in a course (or the process by which it was determined) is responsible for seeking initial clarification and/or a resolution by communicating directly with the course instructor within 30 business days of final grade submission. Once such a request is made, it is the responsibility of the course instructor to make a good faith effort to meet with the student within 30 business days of the request at a mutually agreed upon time and place, or to arrange for a telephone or email correspondence in lieu of an in-person meeting.

In cases where:

- the student is unable to see her/his posted grades because of a hold on her/his records, the student will have the right to communicate with her/his instructor within 30 business days of the release of the hold.
- the student cannot reach the instructor, the student can speak directly with the Department or Division Chair, whom s/he must contact within 35 business days of final grade submission for the course in question.
- the course instructor and the Department Chair are the same person, the student may request a meeting with the Division Chair.
- the course instructor and the Division Chair are the same person, the student may proceed directly to Step 3, as described below.

Step 2

Student meets with Department or Division Chair

A student may request a formal meeting with the Department or Division Chair when, having met with his/her course instructor, the student still believes that the grade is unfair, and can provide evidence to support that claim. The student must request in writing to meet with the Department or Division Chair within seven business days of the formal meeting between the student and the course instructor. The request for an appointment must include a written statement asserting the basis for the appeal and a summary of efforts made thus far to seek to clarify or resolve the grade in question.

Step 3

Student meets with Associate Dean for Academic Affairs

A student may not move to Step 3 without having completed Steps 1 and 2 except in cases wherein the course instructor and the Division Chair are the same person. Upon having met with the course instructor and/or the Department or Division Chair without resolution, the student may request a meeting with the Associate Dean for Academic Affairs. To meet with the Associate Dean, the student must make a request in writing within seven business days of the formal meeting between the student and Department or Division Chair. The faculty member will receive a copy of this documentation. The request for an appointment must include a written statement asserting the basis for the appeal and a summary of efforts made thus far to seek to clarify or resolve the grade in question. The Associate Dean will gather all pertinent facts from all parties concerned, including the student, the course instructor and the Department or Division Chair with whom the student had previously met. The Associate Dean will attempt to resolve the dispute and will notify the student, the faculty member, and the Department or Division Chair of her/his decision within seven business days of meeting with the student.

Step 4

Student requests review by Academic Review Committee

If the student is still dissatisfied after all previous meetings and feels that his/her case has merit, s/he may request a hearing and review before the College's Academic Review Committee by submitting in writing such a request to the Associate Dean of Academic Affairs within seven business days of the Associate Dean's notification of her/his decision. To request an appeal of a grade, the student must demonstrate in a statement that accompanies the request, by clear and convincing evidence, that his/her final grade

was entirely or in part calculated in a manner inconsistent with the grading procedures as described in the syllabus for the course. It will be the responsibility of the Associate Dean to ask the Chair of the Academic Review Committee to hold a formal review of the case as soon as possible thereafter but no later than fifteen business days into the following semester (excluding January and Summer sessions.)

Step 5

Hearing and Review by the Academic Review Committee

The Academic Review Committee, consisting of five voting members of the faculty*, must review all facts gathered by the Associate Dean and may choose, if appropriate, to hear testimony from each party involved. The manner in which the formal grade dispute hearing is conducted remains at the discretion of the Committee. The Committee reserves the right to request documents from any parties involved or to request those involved in the case be interviewed by the Committee.

If the Academic Review Committee reaches the conclusion that a mistake or incorrect determination in the grade was made or that the student was graded improperly and all prior attempts at negotiation have been unsuccessful, the Committee may decide the case has merit and re-calculate the grade, if necessary.

All final decisions rendered by the Academic Review Committee will be made in writing within seven business days of the conclusion of the review to the Vice President for Academic Affairs (VPAA).

Step 6

Notification by the Vice President for Academic Affairs

Within thirty business days of receipt of the decision of the Academic Review Committee, the Vice President for Academic Affairs will communicate the decision in writing to the student, the faculty member involved in the case, the Department or Division Chair, and the Associate Dean for Academic Affairs. In the case of a recommendation of the grade change, the VPAA will issue a memorandum to the Registrar. The decision of the Committee is considered final and no further appeals will be considered. Neither the student nor the faculty member will receive information about vote deliberation.

***Academic Review Committee Membership**

The Academic Review Committee consists of five voting members of the faculty. An alternate member will be appointed by the Vice President for Academic Affairs if a committee member needs to recuse him/herself due to conflict of interest or is not available for a deliberation. In each case, all members participating in this process are expected to maintain the highest level of discretion and confidentiality regarding all proceedings and findings.



Technology Use Policy

GUIDELINES FOR APPROPRIATE USE OF TECHNOLOGY AT MMC

INTRODUCTION

As academic institutions provide faculty, students, staff and administrative personnel access to computers and the Internet for research and scholarly pursuits as well as administrative data processing, there is a heightened awareness on college campuses that, with this tool for enhanced education and communication, come concerns about new responsibilities for users and new risks for institutions.

Even as the Internet affords unlimited opportunity for data access at one's desktop, it also affords opportunity and anonymity for those who choose to use the electronic environment for unethical purposes. As the Internet provider for students and employees, MMC, like other colleges and universities, must be concerned with these issues, not only for the greater good of the College community but, in addition, because an institution like ours risks potential civil liability for abuses that occur over its network. Thus, MMC must balance the interests of the College community to receive and disseminate information freely with a need to protect the rights of its constituents and others (e.g. copyright owners), while complying with rapidly developing legal requirements.

GUIDELINES

Recommended Uses for the MMC Network and Campus Computers

- Since MMC e-mail is an official means of communication, students, faculty, and staff should have an MMC e-mail account and check their MMC e-mail often to keep current with news, events, and opportunities at MMC.
- Those using the Internet should learn how to evaluate sources and sites and should take care to cite Internet sources carefully in essays and other written work. Failure to do so is plagiarism, an act of academic dishonesty. Acts of plagiarism have serious consequences — as outlined in the Student Handbook. Faculty are encouraged to instruct their students in the process of proper documentation and are encouraged to consult www.turnitin.com, a service MMC subscribes to which provides the source of any suspected plagiarized phrases, sentences, or documents.
- All users should be respectful of the protection provided by the copyright laws, and should refrain from transferring copyrighted or licensed software or other materials and from making illegal copies of copyrighted materials.
- All users should be aware that space on MMC e-mail servers is limited; thus, users need to perform routine maintenance to their "inbox" by deleting or archiving e-mail messages regularly.

FREE SPEECH IN CYBERSPACE

College campuses like MMC take pride in providing an environment for free speech. However, “college administrators are also charged with protecting the rights of others by maintaining an atmosphere in which insulting, obscene, or harassing speech is prohibited. The failure to do so can result in potential legal liability as well as negative publicity for the institution”. For the protection of all constituents of MMC, the following guidelines apply for e-mail sent on the MMC network:

- Using foul or obscene language, posting obnoxious or inappropriate announcements, or making defamatory statements is not acceptable.
- Sending “chain letter,” “spam” or “broadcast” messages to lists or individuals, and other types of similar use, which would cause network congestion or otherwise interfere with the work of others is not acceptable.
- Performing repeated, unsolicited and unwanted communication of an intrusive nature, for example, continuing to send e-mail messages to an individual after being asked to stop is unacceptable.
- All responsibility for statements made in public computer-mediated communication rests with the individual posting the statements. Statements do not represent the opinions of the supervisor or employer of that person or anyone involved with the networks that comprise the MMC network.
- At a minimum, users will respect the privacy of other users and employ appropriate standards of civility when using electronic systems to communicate with other individuals.
- MMC provides to its faculty, staff and students the capacity to access the Internet and to engage in various kinds of communication that are mediated by computers. This includes the use of bulletin boards, computer lists, e-mail, and computer servers that provide the basis for such communication. MMC does not undertake any responsibility to review the contents of messages sent and received or the use of the Internet, but, if an abuse or a violation of law or College policy is identified, MMC may take steps to intercept or remove the message, and may remove access by the user.

PRIVACY ISSUES FOR USERS

MMC operates under the premise that the user of any computer system under a valid user ID and password is one and the same as the individual originally given that user ID. It is in everyone’s interest not to disclose one’s user ID and password because that could pose a risk to one’s privacy.

All MMC users should be aware that the use of campus computing networks is not completely private. The normal operation and maintenance of a system requires backup and caching of data, logging activity, and other legitimate reasons for monitoring. Users should be made aware that the institution occasionally monitors activity related to the rendition of network service. Typically, a user’s account may be subject to monitoring ... when the system administrator has reasonable cause to believe that the user is violating the acceptable use policy (e.g., on notification of alleged copyright infringement or defamation). Users should also be aware that their communications posted to newsgroups are accessible to the network administrator as well as to most Internet users.

In conclusion, the IPC and the MMC Network System Administrators recommend common sense and discretion on the part of all users in the Community. Free access to the Internet from campus computers is a privilege and we all need to appreciate that opportunity and use it with care and respect for all other users.

MOBILE DEVICES

Marymount Manhattan College's network is for the use of MMC students, faculty, and staff, and is to be used for the academic, educational, and research purposes of the college.

All traffic, including Mobile devices, must adhere to these guidelines on the network:

1. Adherence to the network's purpose
 2. Does not interfere with the work of other users of the network
 3. Avoids wasting campus resources
-

Information Technology

[Office 365 FAQ](#)

[Zoom](#)

[Cybersecurity](#)

[Setting Up Your Devices](#)

[Recommended
Hardware & Software](#)

[Support & Resources](#)

[Apple Student Discount](#)

[General Technology
Policies](#)

[Gramm-Leach-Bliley Act](#)

[Network Use Online
Policy](#)

[Technology Use Policy](#)

[MMC Privacy Statement](#)

[Meet the IT Team](#)

[Orientation](#)

Information Technology

4th Floor, Main Building
(212) 517-0580

techsupport@mmm.edu

Helpdesk hours:
Mon - Fri | 7am - 7pm

Marymount Manhattan College
221 East 71st Street
New York, NY 10021
212.517.0400



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Marymount
Manhattan
College

Textbook Posting Instructions

The federal government enacted a law within the Higher Education Opportunity Act that requires colleges receiving federal financial assistance to “disclose on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number [ISBN] and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes...” Exceptions are made (1) if the material has no ISBN number, in which case we are required to list the author, title, publisher, and copyright date, and (2) if presentation of this information is not practicable, in which case we are to indicate “To Be Determined”

To insure the College’s compliance with federal regulations, if you will be teaching in the Fall 2017 semester, please enter the textbook information for your course(s) by no later than March 27, 2017 so that students will have this information available to them at registration. If you do not require textbooks for your class, simply choose the “not required” option for the course. This will indicate that notation on the College website under the course information once the courses are available for view by the students.

Marymount Manhattan College has developed a new system for faculty to use to post their textbooks. The system is accessed via MMC Connect, selecting “Maintain Course Materials” and then following the instructions provided.

Faculty Information

[My Advisees](#)
[Advisees Summary](#)
[Email My Advisees](#)
[Class Roster](#)
[Search for Sections](#)
[My Class Schedule](#)
[Student educational planning](#)
[Student profile](#)
[Maintain Course Materials](#)
[Course Material Report](#)
[Grading](#)
[Submit Attendance \(1st EDNAR for All Students\)](#)
[Submit Attendance \(2nd EDNAR for F-1 Students\)](#)
[Cancel Daily Class](#)

The following video has been prepared by IT to assist you with the textbook posting process:

<https://www.youtube.com/watch?v=beKQp4vomKw&feature=youtu.be>

If you have any questions about posting your textbooks, please contact the IT Help Desk.



MarymountManhattan



Annual Security Report 2017

Marymount Manhattan College
221 E 71 Street, NY, NY 10021
Department of Campus Safety

Contents

Access to Campus Facilities	11
Active Bystander	29
Active Shooter / Armed Assailant	22
Advisory Committee on Campus Security	12
Anonymous Tip Line	11
Appeals re: College Judicial Proceedings	47
Bias Incidents	48-50
Building Evacuations	19
Building Lockdowns	22
Campus Safety	12
Campus Security Authorities (CSAs)	10
Campus Sex Crimes Prevention Act	35
Campus Sexual Violence Elimination Act(Campus SAVE)	30
Clery Act Geography	58
College Campuses and Hate Crimes	50
College Campuses and Sexual Assault	31
Confidential Reporting Procedures	10
Consent - definitions	33
Connect-ED Emergency Notification System	18
Counseling and Wellness Center (CWC)	6
Counseling and Support Programs(Drugs and Alcohol)	27
Crime Prevention Information / Programs	55
Crime Reporting	9
Crime Statistics	63-65
Daily Crime Log	11
Dating Violence	36
Definitions of Reportable Crime	59
Domestic Violence	35
Drug / Alcohol Policy	26
Emergency Notification System (Connect-ED)	18
Educational & Awareness Prevention Programs	53
Emergency Response, Evacuations, Notifications	16
Emergency Response Guide	16
Evidence - Standards of Proof for Judicial Proceedings	40
General Policy Statement	9
Hate Crimes	50
Hate Crimes - If You Are a Victim	52
If You Are a Victim of Sexual Assault, Domestic/Dating Violence or Stalking	38
Memorandum of Understanding (MOU)	12
Missing Student Notification Procedures	26
Orders of Protection (Restraining Orders)	48

Contents

Phone Numbers	5
Primary Prevention and Awareness Programs	53
Procedures to Investigate Reports of Sexual Assault, Rape, Domestic Violence, Dating Violence, or Stalking	43
Protective Measures for Victims	42
Reporting Sexual Misconduct to the College	31
Resources	6
On-campus and community resources for victims of sexual assault, domestic or dating violence (counseling, health, mental health, victim advocacy, VISAs and legal assistance issues)	
Rules for the Maintenance of Public Order On Campus and Related Sanctions	13-14
Sanctions for College Judicial Proceedings	46
Security Considerations re: Maintenance of Campus Facilities	13
Security in the Residence Hall	25
Sexual Assault	31
Sex Offenses - Consent	33
Sexual Assault - If You Are a Victim	39
Sexual Assault - Strangers and Non-Strangers	31
Sexual Harassment	49
Sexual Assault Resources	6
Sex Offender Registry Information Line	35
Sex Offenses & Penalties in NYS	34
Sheltering in Place	21
Stalking	36
Students Bill of Rights	42
Timely Warning Notices	15
TIP Line (Anonymous)	11
Title IX	43
Unfounded Reports/Crimes	9
Victims of Sexual Assault, Domestic/Dating Violence or Stalking	38
Victims' Rights - Procedures for On-Campus Disciplinary Actions in Cases of Sexual Assault, Domestic or Dating Violence and Stalking)	39
Violent Felony Offenses, Investigation of	24

Important Phone NumbersDepartment of Campus Safety

Main Building	212-517-0411
55th Street Residence Hall	212-371-2350
200 E 6 th Street Residence Hall	646-869-5126
MMC Security Supervisors	212-774-4859
Director of Campus Safety	212-517-0685
MMC Confidential Tip Line	212-774-4878
NYPD / FDNY / NYC Emergency Medical Services	911

Offices Where Campus Community Members Can Report Crimes or Other Serious Incidents
(Campus Security Authorities)

1. Any Member of the Campus Safety Department	212-517-0411 / 212-371-2350
2. VP for Student Affairs	212- 774- 0756
3. Dean of Students/Diversity Officer	212- 774- 0756
4. Director of Residence Life	212- 774- 0751
5. Assistant Director of Residence Life	212- 774- 0744
6. Coordinator of Student Development & Activities	212- 774- 0739
7. Title IX Coordinator	212- 517- 0562
8. Any MMC Resident Director (RD)	212- 774- 0740

MMC Counseling and Wellness Center (CWC) 212-774-0700

MMC Student Health Center 212-759-5870

Title IX Coordinator 212-517-0562
Main Building Room 307D

Resources

The following on-campus and community resources are available to victims of sexual assault, domestic or dating violence relative to counseling, health, mental health, victim advocacy, and legal assistance issues.

Emergencies

911

VISA/Immigration Assistance 311
Requests for immigration or citizenship application forms,
legal assistance and counseling

New York City Domestic Violence Hotline (24 hours) 1-800-621-HOPE (4673) or 311

New York State Coalition against Domestic Violence Hotline 1-800-942-6906 <http://www.nyscadv.org/>

NYC Incest/Sexual Assault 24 hour Hotline (212) 267-7273

NYC Crime Victims 24 hour Hotline (212) 577-7777

NYPD Special Victims 24-Hour Report Line (646) 610-7273

VINE - Victim Information Notification Everyday 1-888-VINE-4-NY

Mount Sinai Hospital Sexual Assault/Violence Intervention Program (212) 423-2140

VINE is a 24 hour automated hotline that provides victims with the release date of inmates who are in custody of the New York City or NY State Department of Corrections. When you call 911, 311, or the Domestic Violence Hotline, they will answer in English. If you do not speak English, say in English the name of the language you speak. It will help them find an interpreter for you.

MMC Counseling and Wellness Center (CWC) 212-774-0700

Counseling services are available to all MMC students, including victims of sexual assault or hate related crimes. Counseling staff can provide initial evaluations, short-term counseling and referrals for long-term treatment, and a part-time psychiatrist is available to provide evaluations, prescriptions and monitoring of medications. Walk in hours (no appointment necessary) are Monday through Friday from 3-4 PM. The CWC office is located in the Main building, 8th floor, in room 806. All services are free and confidential.

Information for Students on How to Respond to and Prevent Sexual Assault on College CampusesUS

Department of Justice Protecting students from Sexual Assault 202-514-2000

<https://www.notalone.gov/>

NYS SEX OFFENDER Registry 800-262-3257 <http://www.criminaljustice.ny.gov/nsor/>

New York State Coalition Against Sexual Assault (518) 482-4222 <http://nyscasa.org/>

NYSCASA is dedicated to seeing that all people who want to help themselves, a friend, loved one, neighbor or stranger begin the path to healing from Sexual Violence have the tools and resources that they need.

National Sexual Assault Hotline 800-656-4673 <http://www.rainn.org/>
At any given moment, more than 1,100 trained volunteers are on duty and available to help victims at RAINN-affiliated crisis centers across the country.

Sexual Assault and Violence Prevention Program at Mount Sinai Hospital (212) 423-2140
Counseling and support for victims of sexual assault, domestic violence and intimate partner violence. Also provides support for friends and families of victims. Provides emergency room advocacy, legal advocacy, education and training.

Love is Respect 866-331-9474 <http://www.loveisrespect.org/>
Designed specifically for teens and young adults, provides 24/7 phone, text and chat services and offers real-time, one-on-one confidential support from peer advocates. Text campus to 22522 for help; message and data rates apply on text for help services.

National Domestic Violence Hotline 800-799-7233 <http://www.thehotline.org/>
Provides 24/7 confidential, one-on-one support to each caller and chatter, offering crisis intervention, options for next steps and direct connection to sources for immediate safety for women, men, children and families affected by domestic violence.

The Trevor Project Helpline 866-488-7386 <http://www.thetrevorproject.org>
Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Help and support are available via phone, chat, text, and online social networking.

National Suicide Prevention Lifeline 800-273-TALK (8255) <http://www.suicidepreventionlifeline.org>
If you or someone you know is suicidal or in emotional distress, contact the National Suicide Prevention Lifeline. Trained crisis workers are available to talk 24 hours a day, 7 days a week. Your confidential and toll-free call goes to the nearest crisis center in the Lifeline national network. These centers provide crisis counseling and mental health referrals.

Other Resources

Alcoholics Anonymous (212) 647-1680 www.nyintergroup.org

Cocaine Anonymous (212) 262-2463 www.canewyork.org

Narcotics Anonymous (212) 929-6262 <http://www.newyorkna.net>

National Institute on Drug Abuse (301) 443-1124 <http://www.nida.nih.gov>

National Council on Alcoholism and Drug Dependence (212) 269-7797 <http://www.ncadd.org>

College Drinking - Changing the Culture <http://www.collegedrinkingprevention.gov>

Substance Abuse Treatment Centers

New York State Psychiatric Institute (212) 923-3031 <http://substanceabuse.columbia.edu/contact.htm>

The Addiction Institute of NY (212) 523-6491 <http://www.addictioninstituteny.org>

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General Policy for Reporting the Annual Disclosure of Crime Statistics

Today everyone is concerned about safety on college campuses and recent events make it all too clear that the safety and security of our campus is paramount. Marymount Manhattan College (MMC) understands these concerns and continually reviews and updates security measures at the College. This practice helps ensure that MMC remains as safe as possible for our students, faculty, staff, and visitors.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and related amendments of the education laws of New York State, MMC acquaints students and employees with these regulations and College security procedures by way of this Annual Security Report, the Student Handbook and other informative handouts. These documents include College policy on sexual assault and prevention, hate crimes, statistics concerning specific crimes reported to Campus Safety, legal definitions and consequences of sex offenses and hate crimes. Additional information can always be obtained from the Director of Campus Safety.

This report has been prepared by the Director of Campus Safety in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, with cooperation from the local law enforcement agency (NYPD) surrounding the MMC campus and residence halls. Campus crime and arrest and referral statistics include those reported to Campus Safety, the New York City Police department and other Campus Security Authorities so designated by the College. Each year an e-mail notification is sent to all current students and employees regarding the availability of this Annual Security Report and its contents.

This publication provides mandatory information to inform current students and employees, and can also assist prospective students and their families in the decision-making process of selecting a college or university that makes the safety of students a very high priority. Members of MMC, prospective students and prospective employees may obtain a copy of this report by contacting the Director of Campus Safety at 212-517-0685 or online at <http://www.mmm.edu/current/publicsafety/MMCCampusSecurityReport.pdf>

Crime Reporting

Marymount Manhattan College encourages the accurate and prompt reporting of all crimes to campus security and the appropriate police agencies. **Students, faculty, staff and visitors are strongly urged to immediately report any *emergency, crime in progress, criminal or suspicious activity, or past crime to Campus Safety officers at-***

Main Building Security Desk (24 hours a day)	212-517-0411
55th Street Residence Hall Security Desk (24 hours a day)	212-371-2350
Cooper Square Residence Hall Security Desk	646-869-5126
NYPD	911

The Department of Campus Safety is responsible to investigate reported incidents and to prepare, classify and file reports. All attempts will be made to protect the identity of complainant(s), victim(s) and witnesses. Campus Safety will offer support and assistance to any victim or witness. Prompt reporting will assure the issuance of a “Timely Warning Notice” if warranted and timely disclosure of crime statistics. Any actions taken by any individual that recklessly or intentionally endangers the mental or physical health of any member of the MMC community should be reported to Campus Safety or the Dean of Students.

Unfounded Crimes

MMC may withhold, or subsequently remove a reported crime from its crime statistics in rare situations where sworn or commissioned law enforcement personnel have fully investigated the reported crime and, based on the results of this full investigation and evidence, have made a formal determination that the crime report is false or baseless and therefore “unfounded.” Only sworn or commissioned law enforcement personnel may “unfound” a crime report for purposes of reporting under this section. The recovery of stolen property, the low value of stolen property, the refusal of the victim to cooperate with the prosecution, and the failure to make an arrest do not “unfound” a crime report. MMC will report the number of incidents (within this Annual Security Report and to the Department of Education) sworn or commissioned law enforcement personnel have determined through investigation to be “unfounded.” This would include incidents withheld or subsequently removed from the MMC annual crime statistics. MMC will maintain documentation of any such crime reports classified “unfounded” in compliance with Federal law.

Campus Security Authorities (CSA)

Non-emergencies and past crimes may also be reported to any Campus Security Authority (CSA). A CSA is a College official with significant responsibility for student and campus activities. Campus Security Authorities include senior staff members in Residence Life, Student Affairs and Student Activities. All Resident Directors (RDs) and Resident Assistants (RAs) are CSAs. Crimes reported to any Campus Security Authority are then reported to Campus Safety. After reports are received and reviewed victims may be referred to law enforcement, counseling or health services, judicial affairs or the appropriate College department for follow up.

Offices Where Campus Community Members Can Report Crimes or Other Serious Incidents (CSAs)

- | | |
|--|-----------------------------|
| 1. Any Member of the Campus Safety Department | 212-517-0411 / 212-371-2350 |
| 2. VP for Student Affairs | 212- 774- 0756 |
| 3. Dean of Students | 212- 774- 0756 |
| 4. Director of Residence Life | 212- 774- 0751 |
| 5. Assistant Director of Residence Life | 212- 774- 0744 |
| 6. Coordinator of Student Development & Activities | 212- 774- 0739 |
| 7. Title IX Coordinator | 212- 517- 0562 |
| 8. Any MMC Resident Director (RD) | 212- 774- 0740 |

Confidential Reporting Procedures

If you are the victim or witness of a crime and do not want to pursue action within the College judicial or the criminal justice system you may still want to consider making a confidential report. With your permission, the Director of Campus Safety or designee can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to ensure the future safety of yourself and others.

With such information the College can keep an accurate record of the number of incidents involving students, determine if there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution. Clery Act regulations state a disclosure may not jeopardize the confidentiality of the victim. This takes precedence over state crime log laws. College pastoral or professional counselors, when acting as such, are not considered Campus Security Authorities and *are not* required to report crimes for inclusion into the annual disclosure of crime statistics. As a matter of policy, counselors are encouraged, when they deem it appropriate, to inform persons being counseled of the reasons and procedures to report crimes on a voluntary, confidential basis for investigation and inclusion in the annual security report, daily crime log and annual crime statistics.

Additional information regarding your rights to confidentiality can be found in the Student Handbook, (Griffin Guide) page 72-73.

Timely Warning notices will withhold the names of all victims as confidential. You would not be named in a Timely Warning and no personally identifiable information about you would be included in the Notice. MMC will treat any investigation, identity of victims or other involved parties, accommodations, protective measures, and other information pertaining to any reported incident confidentially. Contact the Director of Campus Safety for assistance at 212-517-0685. The College will not share information about a report of a sexual misconduct incident with a student's parents without the consent of the student.

The Family Educational Rights and Privacy Act ("FERPA") permits the College to share information with a student's parents when there is a health or safety emergency, when the student is listed as a dependent on either parent's prior year federal income tax return, or when the student has signed a FERPA Waiver.

Anonymous Tip Line

MMC provides the College community with a means of contacting the Director of Campus Safety discretely, if needed, to report an incident or concern anonymously. This can be done via the tip line at 212-774-4878. *Do not use the Tip Line to report an emergency; for emergencies contact Campus Safety directly at 212-517 0411.*

Daily Crime Log

The Department of Campus Safety maintains a daily log of crimes and incidents that occur on campus. The information is recorded by date, time, location, and disposition of the complaint. The log is available to the public at the Main Building security desk during normal business hours for the most recent 60-day period. Portions of the log older than 60 days are available within two business days of a request for inspection. Entries or updates are generally made within two business days after an incident has occurred.

Incidents and situations considered a threat to the College community are posted immediately. While most incidents are posted, the Director of Campus Safety may decide an incident be classified as "confidential" in order to not jeopardize a criminal investigation, the identity and safety of an individual, cause a suspect to flee or evade detection, or result in the destruction of evidence. **The crime log does not include the name or other personally identifiable information of any victims.**

Access to Campus Facilities

Students, faculty and employees have access to academic, recreational and administrative facilities on campus during regular hours of operation. All students and employees must obtain a Marymount Manhattan College ID Card. ID cards can be obtained at the Campus Safety desk in the Main Building lobby.

ID cards must be presented when entering the building; carried at all times while on College property and presented when requested by College authority. The public can attend cultural and recreational events on campus with access limited to the facilities in which these events are held. To report violations of this policy or to report a crime or suspicious activity contact Campus Safety at 212-517-0411.

Access to the Residence Halls is restricted to residents and their guests according to the guest procedures found in Residence Life policy. Access by College employees is restricted and incorporates a strict control procedure through Campus Safety and the Office of Residence Life. Security features at the residence halls include 24 hour uniformed security officers, a building card access system and security cameras.

Security Considerations Used in the Maintenance of Campus Facilities

The Facilities Department maintains the campus buildings and grounds with a concern for safety and security. It inspects campus facilities regularly, makes repairs if needed, and responds to reports of potential safety hazards. Campus Safety officers and facilities maintenance personnel are expected to promptly report any safety and security maintenance issues when discovered. Safety and security maintenance requests receive priority over non safety and non-emergency work orders. MMC manages a college-wide lock and key system allowing for prompt lock changes when lost keys are reported. College keys are patent protected and are very difficult to duplicate. Security considerations are factored into the maintenance of College facilities, including lighting, security camera placement and when planning and designing renovations or construction to/for campus facilities Those with concerns about the physical safety of campus buildings and grounds can call the Facilities Office at 212-517-0449, Monday through Friday, 8:00 AM to 4:30 PM. For emergencies that occur during non-business hours contact Campus Safety at 212-517-0411.

Campus Safety

The primary responsibility of the MMC Department of Campus Safety is to ensure a safe environment for our students, employees and visitors of the College. These responsibilities are within the framework of MMC rules, regulations, and all local, state and federal laws. The College utilizes NYS licensed security officers to provide security services at our facilities. The Department of Campus Safety is comprised of a Director of Campus Safety, three Security Supervisors, proprietary NYS licensed security officers and a contracted NYS licensed Security Company. These officers are assigned to the Main Building(71st Street Campus), the 55th Street Residence Hall and Cooper Square Residence Hall security desks 24 hours a day, seven days a week and officers conduct regular patrols of the buildings. The jurisdiction of campus safety officers is limited to MMC property.

Officers respond to service calls, control building access and investigate complaints. Members of the Department of Campus Safety *do not* have arrest authority or police/peace officer status as described in the New York State Criminal Procedure Law.

The Department of Campus Safety maintains a highly professional working relationship with the New York City Police Department and the police precincts that provide service to all MMC facilities. The Department of Campus Safety has former members of the NYPD on staff. These individuals are well versed in safety/security matters and have extensive knowledge of police procedure. They train, evaluate and monitor both the in-house and contracted New York State certified security guards. *MMC does have a formal written Memorandum of Understanding (MOU) with the New York City Police Department. The investigation of any crimes committed on campus falls under NYPD jurisdiction, and MMC security staff work closely with the NYPD relative to any police investigation of crimes committed on campus.*

Advisory Committee on Campus Security

In compliance with New York State Education Law Article 129A, MMC has in place an Advisory Committee on Campus Security. This committee is comprised of students, faculty and staff members of the College and meets annually. The committee reviews current campus security policies, make recommendations for their

improvement, and reports in writing to the College President its findings each academic year. The committee shall specifically review current policies for:

- a. Educating the College community, including security personnel and those who advise or supervise students, about sexual assault, domestic violence, dating violence, and stalking offenses.
- b. Educating the College community about personal safety and crime prevention.
- c. Reporting sexual assaults, domestic violence, dating violence, stalking and assisting victims during such investigations.
- d. Referring complaints to the appropriate authorities.
- e. Counseling victims.
- f. Responding to inquiries from concerned persons.

Rules for the Maintenance of Public Order Pursuant to Article 129A of the NYS Education Law

Marymount Manhattan College is committed to providing a safe environment for the entire MMC community, as well as supporting the rights of freedom of speech, public assembly and peaceful protest. The following rules for the maintenance of public order on our campus and other College properties are in support of this commitment and govern the conduct of students, faculty, staff, visitors and other licensees and invitees on College property.

1. Any member or non-member of the MMC community shall not intentionally obstruct the College's educational process or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the College when they are acting in their official capacities.
3. Members of the MMC community are required to show their identification cards when entering the buildings or when requested to do so by an official of the College.
4. Visitors, guests and other individuals desiring to enter the College are required to provide valid governmental photo identification and be announced upon entering.
5. Unauthorized occupancy of College facilities or blocking access to or from such areas is prohibited.
6. The use or threat of force or violence against any person is prohibited.
7. Permission from appropriate College authorities must be obtained for removal, relocation, and use of College equipment or supplies.
8. Theft from or damage to College premises or property or the property of any person on College premises is prohibited.

9. Action may be taken against any person who has no legitimate reason for their presence on College property, or whose presence obstructs or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
10. In case the President of the College or designee determines that College resources are unable to maintain order on the campus, they may request local authorities to respond and address conditions.
11. Disorderly or indecent conduct on College-owned or controlled property is prohibited.
12. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in their possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the College without written authorization of such educational institution. Nor shall any individual have in their possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the College.
13. Any actions which recklessly or intentionally endanger the mental or physical health of anyone, or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization, is prohibited.
14. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by MMC students or employees on College premises, or as part of any College activities is prohibited.
15. The unsanctioned, unlawful possession, use, or distribution of alcohol by students or employees on College premises or as part of College activities is prohibited.
16. In the case of an organization or group which authorizes such conduct, rescision of permission for that organization to operate on College property.
17. The protections in this article apply regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.
18. The provisions of this article shall apply regardless of whether the violation occurs on campus, off campus, or while studying abroad.

Sanctions for Violations of the Rules for the Maintenance of Public Order

Sanctions for violations of the aforementioned for non-students can include termination or suspension of employment, removal from College property or arrest by civil authority. Violations of these rules by faculty members may be referred to the Dean of Academic Affairs and violations by staff or other non-faculty

employees may be referred to the Director of Human Resources. Any student engaging in prohibited conduct shall be subject to the following range of sanctions as part of the Judicial Process and handled by the Dean of Students-

Oral or Written Notice

An oral or written notice which states that a student's conduct is in violation of the Code of Conduct. Subsequent violations may result in the imposition of additional sanctions.

Disciplinary Probation

Levied for a specific period of time based on the seriousness of the case. Disciplinary Probation constitutes a loss of good standing at the College, and serves as a warning that any further violation of the Code of Conduct may result in the imposition of additional sanctions, including suspension or expulsion.

Restitution

Reimbursement in the amount of the cost to replace or repair stolen or damaged property of the College or property damaged at a College sponsored event. The restitution should not exceed the cost of replacing or restoring the property and/or labor costs of replacement.

Imposition of Special Conditions

Assignment of a task appropriate to the circumstances of the case. Special conditions may include completion of service hours on campus or in the community, or compliance with a behavioral contract.

Interim Suspension

Levied by the Vice President for Student Affairs or a Designee where she or he is satisfied that the continued presence of the student on campus and/or in the residence hall constitutes a threat to the security or emotional safety and well-being of members of the College community, guests, or College property.

Suspension

A separation of the student from the College for a definite or indefinite period of time or until written specified conditions are met. Conditions may include a ban on visitation on the campus without prior written approval from the Vice President for Student Affairs.

Expulsion

Permanent termination of student status from the College.

Removal from College property or arrest by civil authority.

Timely Warning Notices

In the event an emergency or serious criminal incident occurs on or off campus that in the judgment of the Director of Campus Safety or designee poses an ongoing or continuing threat to the health and safety of the College community, a campus wide "Timely Warning Notice" will be issued. MMC will issue a Timely Warning Notice in the event it becomes aware of such an incident occurring on campus, on public property within or immediately adjacent to the campus, or on non-campus buildings or property controlled by the College.

Timely Warning Notices are usually distributed for the following crimes as defined by the Clery Act and the FBI National Incident Based Reporting System- arson, homicide, burglary, robbery, sex offenses, aggravated assault,

motor vehicle theft, domestic violence, dating violence, stalking, hate crimes, or for other crimes if deemed necessary by the Director of Campus Safety or designee.

A Notice will be issued or not based on the facts of the case and the amount of information known by Campus Safety. Considerations will be made on a case by case basis, including whether the alleged crime represents a serious or continuing threat to the College community, the nature of the incident; when and where the incident occurred and when it was reported. If there is insufficient information available to determine whether the incident represents a continuing threat to the College community, a warning will be issued and it will note that the College does not have enough information to evaluate the threat completely. The reasons for issuing, or not, a Notice for any Clery Crime reported to the College will be documented and maintained by the Department of Campus Safety for seven years.

The Director of Campus Safety or designee is responsible for determining whether to issue a Timely Warning Notice. If the Director or designee is not available the determination will be made by a member of the College's Emergency Response Quick Team (*See "Emergency Response" policy*). For purposes of this policy "timely" means as soon as reasonably practicable, generally not more than 48 hours after a serious incident has been reported to the Department of Campus Safety, MMC *Campus Security Authorities* or the local police agencies having jurisdiction.

The Director of Campus Safety will develop the Notice and make efforts to consult with the Vice President of Institutional Advancement or designee, if available, regarding the content of the Notice. Time permitting, additional input may be garnered from other members of the Emergency Response Quick Team, including the Directors of Human Resources, Facilities and the Dean of Students. The College's Title IX Coordinator may also be consulted in appropriate situations.

The Timely Warning Notice will include, if available, the date, time and nature of the offense, a brief overview of circumstances, a physical description of the perpetrator(s), law enforcement's immediate actions, a request and method for witnesses to contact law enforcement, and where appropriate, cautionary advice to promote safety. In developing the content of the Timely Warning Notice the College will take all reasonable efforts not to compromise ongoing law enforcement efforts or the identity of any victims. The Department of Campus Safety will e-mail the Timely Warning Notice to the College community and it will be posted on campus bulletin boards and on the College website (www.mmm.edu).

Timely Warning notices will withhold the names of all victims as confidential. You will not be named in a Timely Warning and no personally identifiable information about you would be included in the Notice.

Anyone with information about a serious crime or incident should always report the circumstances to the Campus Safety Department by phone at 212-517-0411 or in person at the Main Building Security Desk. If a report is made to other College administrators those administrators will immediately notify Campus Safety.

Emergency Response, Evacuations and Notifications

This policy statement summarizes MMCs emergency response and evacuation procedures, including protocols for emergency notifications to the College community. This policy statement complies with the Emergency Notification requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act of 2008 and applicable Department of Education regulations.

Emergency Response Plan

The College's Executive Council (EC) is responsible for the overall direction and planning for emergency situations on campus or in the local or regional area affecting the campus. Under direction of the EC, MMC has developed an emergency response plan that outlines steps the College will take to prevent, mitigate, respond to and recover from a range of emergency incidents.

To ensure these plans remain current and actionable, MMC conducts an emergency management exercise at least annually. These exercises may include tabletop drills, emergency operations planning exercises and complete building evacuations. An after-action review of all emergency management exercises is conducted.

Unannounced complete building evacuation drills and *announced* tests of the **Connect ED** emergency messaging system are conducted annually. Tests of the campus Public Address Emergency Notification System are conducted every semester. All members of the College are notified in advance via email, and signage of the

annual emergency message testing is posted on campus. All drills are planned in advance and documented for review. In conjunction with emergency drills and notifications, MMC provides the College community emergency response and building evacuation procedures annually via email.

Confirming the Existence of a Significant Emergency or Dangerous Situation

The report of any incident that may or does in fact pose an immediate threat to the health or safety of the College community will be promptly investigated by Department of Campus Safety personnel and other College professionals as warranted. This investigation may include conferrals with local officials, including the NYPD and FDNY.

Upon confirmation of such an incident the College's Emergency Operations Guide (EOG) will be utilized to direct the incident response. MMC will utilize components of the National Incident Management System

(NIMS) and the Incident Command System (ICS) structure to respond to an emergency. This will include the MMC Emergency Response Quick Team and Crises Response Teams, which are comprised of an Incident

Did you know?

The MMC Emergency Response Guide details how you can stay safe in the event of an emergency at MMC.

Take time to review it so you will know how to respond during an emergency.

The MMC Emergency Response Guide can be found online at-

<http://www.mmm.edu/eplan.pdf>

Commander, Director of Campus Safety, security supervisors and other College professionals. These individuals will coordinate the College's response to the incident and the sending of an alert to the College community.

Initiating the Emergency Notification System (Connect-ED) to Notify the Campus Community

MMC is fully committed to ensuring the campus community receives timely, accurate, and useful information in the event of an emergency situation on campus or in the local area that poses a risk or immediate threat to the health and safety of campus community.

The College has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated for emergency notification to all or a segment of campus community.

Emergency information will be transmitted utilizing *Connect-ED*, the College's mass emergency communication system, which allows MMC to send time sensitive information via voice, email and text messages. The decision to send an alert will be made by the MMC Emergency Response Quick Team and Incident Commander, Director of Campus Safety and MMC security supervisors.

The alert message will be sent to all members of the College community via *Connect-Ed* and advise current conditions. It will include actions to be taken to stay safe and follow up messages will be regularly sent to help keep the College community informed.

Emergency information may also be broadcast on the building Public Address System, sent out via the College email system and posted on the MMC webpage in order to disseminate information to the larger College community. Individuals can call the College Information Line (212-517-0400) for a pre-recorded message about the emergency. If the situation warrants, the College may establish additional phone lines to better communicate with the campus community during such an occurrence. The College will post updates during a critical incident on the webpage.

The *Connect-ED* service will enhance emergency preparedness and response at the College and enable our community to stay informed in the event of an emergency. *Connect-ED* may not be utilized if the notification will, in the professional judgment of responsible College officials, compromise efforts to assist victims or contain, respond to, or otherwise mitigate the emergency.

Did You Know?

Register Now for Text, Email and Voicemail Emergency Alerts via Connect-ED!

All members of the College community are strongly urged to sign up for Connect-ED messaging.

This will enable you to stay informed in the event of an emergency incident at MMC.

Students

- Go to MMC's website
- Click current students
- Click MMC portal
- Click Blackboard
Connect-Ed - edit your contact info
- Enter your cellphone number
- Check to receive text notifications
- Click "confirm and save"

Employees

Go to the MMC website, click on faculty or staff, and follow the above listed steps -

Building Evacuations

Always treat any fire alarm seriously and be familiar with the buildings you work or reside in; know how to get out safely during an emergency. A building evacuation will occur if the fire alarm system activates or if a decision is made to evacuate due to another safety related incident or concern. Act promptly for everyone's safety. It's important that you familiarize yourself with all applicable fire safety procedures. In the event of a fire or other emergency notify security immediately.

- If you ever see fire, smoke or smell smoke - do not hesitate to activate the nearest fire alarm pull station.
- Call 911 if possible.
- Do not try to fight a fire.

If You Need Help Evacuating

1. Main / Nugent - proceed to the nearest double elevator bay and remain there until help arrives
2. Faculty Center Townhouse - stay by the elevator or within a safe room until help arrives
3. Notify others evacuating of your situation so they can tell security where you are.
4. **Call campus security at 212-517-0411 or 911 and advise them where you are, if possible.**
5. Plan ahead - advise your floor warden or campus security of your situation ahead of time if you will have trouble evacuating in an emergency.

Main / Nugent Building

Evacuation Assembly Areas - 71st and 72nd Streets at 2nd or 3rd Avenue

Faculty Center Townhouse

Evacuation Assembly Areas - 71st Street at 2nd or 3rd Avenue

Martha Graham Dance Studio

Evacuation Assembly Areas - 63rd Street at 2nd Avenue

- Evacuation of the building is mandatory by all occupants.
- Stay calm and remain alert for instructions.
- Do not rush or panic. Do not use the elevators.
- Gather personal belongings if safe to do so.
- Take prescription medications, keys, ID, purse, glasses, etc. if possible.
- Close, but don't lock office doors when exiting.
- Use the nearest safe stairway to proceed to an exit.
- Proceed to the designated Evacuation Assembly Area as directed by Security Officers.
- Assist those who may require help in evacuating.
- Wait for instructions from emergency responders or Campus Safety personnel.
- Do not re-enter the building until instructed to do so by Campus Safety

231 East 55th Street Residence Hall

Evacuation Assembly Areas - 55th Street at 2nd or 3rd Avenue

Listen for instructions from building security or emergency responders. In the event of an alarm, initially only the floor of the alarm and the one above it will be evacuated. If you need to evacuate the building-

- Stay calm and remain alert for instructions.
- Do not rush or panic. Do not use the elevators.
- Gather personal belongings if safe to do so.
- Quickly grab your prescription medications, keys, ID, purse, glasses, etc., if possible.
- Use the nearest safe stairway to proceed to an exit.
- Proceed to the designated Evacuation Assembly Area and await instruction.
- Assist those who may require help in evacuating.

- Do not re-enter the building until instructed to do so by emergency responders.
- If you cannot safely exit your apartment or the building, call 911 and building security - tell them your address, floor, apartment number and the number of people in your apartment.

1760 3rd Avenue Residence Hall

If there is a Fire in Your Room-

- Vacate the room immediately.
- Call 911.
- Close all windows, doors and open shades.
- Take your identification and keys with you.
- Alert other people by knocking on their doors or yelling on your way out.
- Use the nearest stairway to exit, NEVER use the elevator.
- Assemble across the street and maintain absolute silence so instructions can be heard.
- Wait until the appropriate officials indicate that you can re-enter the building.

If the Fire is Not in Your Room

- If you cannot safely exit your room or building call 911 and provide them with appropriate information (name, address, room number, etc.).
- Stay in your room; listen for instructions from unless conditions become dangerous.
- If you must exit your room, first feel your room door and doorknob for heat. If they are not hot, open the door slightly and check the hallway for smoke, heat or fire.
- If you can exit your apartment safely, follow the instructions above for a fire in a room.
- If you are unable to safely leave your apartment, seal the floor in your room with wet towels or sheets and seal air ducts or other openings where smoke may enter.
- Open windows a few inches unless flames and smoke are coming from below.
- Do not break any windows.
- If condition in the room appears life threatening, open a window and wave a towel or sheet to attract the attention of firefighters.

In the event of a fire drill residents must follow all instructions given by emergency staff via the PA system. Floor plans and diagrams for emergency staircases and exits are posted in public areas on all floors as well as the back of every room door. Residents should familiarize themselves with these maps to be able to exit promptly during fire drills or actual emergencies.

200 East 6th Street Residence Hall

Evacuation Assembly Area - E 6th Street and Cooper Square Park

Listen for instructions from building security or emergency responders. In the event of an alarm, initially only the floor of the alarm, the floor below and the floor above it will be evacuated. If you need to evacuate the building-

- Stay calm and remain alert for instructions.
- Do not rush or panic. Do not use the elevators.
- Gather personal belongings if safe to do so.
- Quickly grab your prescription medications, keys, ID, purse, glasses, etc., if possible.
- Use the nearest safe stairway to proceed to an exit.

- Proceed to the designated Evacuation Assembly Area and await instruction.
- Assist those who may require help in evacuating.
- Do not re-enter the building until instructed to do so by emergency responders.
- If you cannot safely exit your apartment or the building, call 911 and building security - tell them your address, floor, apartment number and the number of people in your apartment.

Sheltering in Place

Sheltering in place means finding a safe room within the building and taking refuge there. If you are told to shelter in place follow the instructions of College authority. “Sheltering in Place” protective measures are a response to potentially dangerous environmental conditions or building systems/structural emergencies.

Why you might need to Shelter in Place

- Chemical, biological or radiological contaminants are accidentally or intentionally released into the environment.
- Severe weather conditions are anticipated or present.
- A serious facilities emergency occurs in or outside of the building.

How to Shelter in Place

- Students, staff and faculty should report to assigned offices or classrooms immediately.
- Unassigned students should seek shelter in the nearest classroom or other similarly protected area.
- Residence hall students should return to their respective rooms.
- Close and lock all doors and windows.
- Once inside a room, stay away from doors and windows.
- Keep all hallways clear.
- Don’t open windows or doors. Remain in protected areas until advised otherwise by College authority.

Active Shooter or Armed Assailant / Building Lockdown

An active shooter or armed assailant incident could occur on or near campus with little or no warning. This would involve one or more individuals armed with firearms or other dangerous weapon(s) intent on killing or injuring people in a confined or populated area. The following guidelines can help you reduce your risk should such an incident ever occur on or near our campus. All members of the MMC Community will need to exercise their best judgment to stay safe in any such situation.

Always

- Be aware of your environment and any potential dangers
- Take note of the two nearest exits in any facility you visit
- Have an escape route in mind

In the event a dangerous situation develops that poses a serious threat to the College community, MMC wants everyone to know what to do and how to best respond. You must protect yourself as best you can by either evacuating the building or locking down.

- Evacuating means getting out and away from the threat.
- Lockdown means to lock yourself in a secure area that will help protect you.

Both options are dependent on your specific situation. In any emergency situation, staying calm and thinking clearly will help you react in the best possible manner. MMC will utilize Connect-Ed, our emergency notification system, to warn the College community of the incident. MMC strongly urges all members of the College community to register with Connect-Ed via the MMC portal on our website.

Stay Safe

1. **RUN (EVACUATE)**
2. **HIDE (LOCKDOWN)**
3. **TAKE ACTION**

Evacuate (Get Away)

- Evacuate the building if it is safe to do so.
- Visualize your escape route before beginning to move. Get out as quickly as possible.
- Evacuate regardless of whether others agree to follow.
- Help others escape, if possible.
- Avoid using elevators – the car may stop on a floor that is not safe.
- Leave behind your belongings, do not pick anything up, and do not go back for anything.
- Prevent others from entering an area where the active shooter may be, if possible.

Lock Down (Hide)

- *If evacuating the building safely is not possible, hide in a secure area.*
- Seek shelter in the nearest classroom or other similarly protected area.
- If you work in an open common area or non-locking room seek shelter in a locked office or classroom.
- Avoid seeking shelter in any room with glass doors or walls.
- Lock or barricade doors if possible. Use all available room furnishings to barricade the door.
- Stay away from windows and doors and remain silent – stay out of sight.
- Turn off lights and silence all electronic devices.
- Take a seated position on the floor next to an interior solid wall and out of view from any door window.
- Put your cell phone on silent - not on vibrate. Monitor it for information from MMC Connect-Ed.
- Do not respond to a fire alarm during a lockdown unless imminent signs of fire are observed.
- Do not respond to directives to open the door or exit the room.
- Don't leave a locked room – you will be escorted out by Campus Safety or the NYPD.

Contact Authorities

- **CALL 911 IMMEDIATELY.**
- Contact Campus Safety at x411.

What to Report (if known)

- Your specific location- building name, address and office or room number.
- Number of people with you.
- Location, number and description of assailant(s).
- Number of people injured and types of injuries.
- Type of weapons used.
- If you can do so safely and quietly – stay on the line with the 911 operator.

Faculty / Staff Response

1. Clear students from hallways and bathrooms immediately.
2. Tell students to get down on the floor, up against an interior solid wall and remain quiet.
3. If possible, account for all students. Document any non-class students sheltered in the room and any missing students.

Police Response

When the police respond to a report of an active shooter or armed assailant they do not initially know who these individuals are. When they arrive they will consider *everyone* as a potential threat. They may yell or scream directives to you. Therefore, when law enforcement arrives on the scene -

- Listen to and follow all commands by police - stay calm.
- Don't run towards police - move calmly and slowly.
- Keep your hands up, **empty** and visible.
- Follow police instructions.
- Do not make any sudden or alarming movements.
- Avoid pointing, screaming or yelling

The first officers on scene will not stop to help the injured. Their primary objective is to locate and stop the shooter. Expect rescue teams to follow initial officers. These rescue teams will treat and remove the injured.

Take Action

As a last resort and only when your life is in imminent danger.

When you have no other options.....

- Attempt to incapacitate the shooter
- Work as a team with others
- Act with aggression
- Improvise weapons or throw items at the active shooter

When You Are Safe

Once you are out of the building and safe, follow the directives of NYPD or College Authority. Let someone from your family and MMC know you are safe as soon as possible.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned.

Investigation of Violent Felony Offenses

New York State Education Law Chapter 129A, section 6434, requires Colleges and Universities to adopt and implement plans for the investigation of violent felony offenses (as defined by NYS Penal Law section 70.02 sub.1) occurring on the grounds of the College. Upon notification to the Department of Campus Safety that a violent felony offense has occurred on the grounds of the College the primary and immediate objectives are

- The well-being of the victim and other members of the College community.
- To ensure prompt medical attention for any individual, if necessary.
- Notification to local law enforcement (NYPD) within 24 hours. Such reporting requirement shall take into consideration applicable federal law, including, but not limited to, the federal Campus Sexual Assault Victims' Bill of Rights under Title 20 U.S. Code Section 1092(f) which gives the victim of a sexual offense the right on whether or not to report such offense to local law enforcement.
- Notification to the College Director of Campus Safety and security supervisors.

Other Objectives

- Identification and apprehension of the individual(s) responsible.
- Identification of witnesses and gathering of statements.
- Preservation of the crime scene and safeguarding of evidence.

Campus Safety Officers at the scene will be responsible for these measures until the arrival at the scene by local law enforcement; at this time the NYPD will assume responsibility for the incident. Campus Safety will assist as requested and act as the liaison between the police and the College community. No representative of MMC may compel the victim of a crime to file a police report or pursue remedies within the Criminal Justice System. The victim will be apprised of all options available - filing a police report, College incident report, both or neither. The College will render reasonable assistance and support in whatever decision is made. Refusal of the victim to file a police report does not prevent the College from continuing the investigation in cooperation with any law enforcement agency.

Weapons on Campus

Firearms and dangerous weapons/instruments of any type (including mace/pepper spray) are not permitted on campus or in the residence halls. The use, possession or sale of firearms or other dangerous weapons by anyone on campus is a violation of state and federal law as well as a violation of the student code of rights and responsibilities.

The following items are illegal in NY State and on campus - any firearm, electronic dart gun, electronic stun gun, gravity knife, switchblade knife, pilum ballistic knife, metal knuckle knife, cane sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chukka sticks, sand bag, sandclub, wrist-brace type slingshot or slungshot, shirken or "Kung Fu star". Possession of any BB or pellet gun in NYC is illegal. Any questions about weapons on campus should be directed to the Director of Campus Safety.

Security in the Residence Hall

The Departments of Campus Safety and Residence Life are committed to providing a safe environment in the Residence Halls. Students are advised of any safety concerns and provided with information on crime prevention through brochures, pamphlets and floor meetings with Resident Assistants. While there are many safeguards in place for Residence Hall students, each student must do his/her part to help maintain a safe and secure environment by adhering to related policies and procedures. The Resident Directors and Resident Assistants supervise the Residence Halls. Resident Directors (RDs) are professional staff who live in the

Residence Halls. Resident Assistants (RAs) are assigned to each residence building. All RAs receive extensive training in enforcing safety and security policies and awareness of potential safety hazards and concerns.

There are uniformed security officers on duty in the main lobby of the residence halls 24 hours a day, seven days a week. It is their responsibility to check Identification Cards (ID) and register guests and visitors in compliance with Residence Life policy. Residents must produce their ID every time they enter the hall and scan in. Residence Hall students should always be alert to their surroundings, especially when traveling to and from the buildings. Residence Life and Campus Safety staff will act as needed to discourage, prevent, correct, and discipline behavior that violates Residence Hall policy. The College will investigate allegations of unlawful discrimination based on race, color, national origin, religion, age, sex, disability or marital status. Allegations of unlawful discrimination can be discussed with the Director of Residence Life or the Dean for Students.

The Facilities Department maintains the campus buildings and grounds with a concern for safety and security. It inspects campus facilities regularly, makes repairs if needed, and responds to reports of potential safety hazards. Those with concerns about the physical safety of campus buildings and grounds can call the Facilities Office at 212-517-0449, Monday through Friday, 8:00 AM to 4:30 PM. For emergencies that occur during non-business hours contact Campus Safety at 212-517-0411.

There are no off-campus/non-campus student organizations nor off campus/non-campus student organization housing facilities affiliated with or recognized by MMC, therefore the monitoring or recording through local police agencies of criminal activity by students at these locations is not applicable to MMC.

Missing Student Notification Procedures

The Clery Act and New York State Education Law Chapter 129A, section 6434, requires Colleges and Universities to adopt and implement plans for the investigation of reports of missing students occurring on the grounds of the College. For the purpose of this plan the term "missing student" shall refer to any MMC student who resides in a facility owned or operated by MMC who has not been seen by friends or associates for a reasonable length of time. The College will investigate once advised a student is missing with no reasonable explanation for their absence.

When a resident student cannot be located for a period of 24 hours or less, as warranted, the Director of Campus Safety, Director of Residence Life, and Dean of Students will be notified to commence an investigation. This process will include interviews of friends, students, family, professors and staff, a check of College records and a search of the facilities. If after these efforts the resident is not located or contacted, the NYPD will be notified, within 24 hours of the report, to conduct an official police investigation. MMC will continue to assist in the investigation as necessary.

Every student living in an MMC Residence Hall has an option to register a confidential contact person. This individual will be notified if the resident is deemed missing, and only authorized College officials and law enforcement will have access to this information in furtherance of an investigation. MMC will notify a custodial parent or guardian if a missing student is less than 18 years of age and not emancipated, in addition to any

additional contact person designated by the student. You can register a confidential contact person via the Office of Residence Life. Anyone having concern about the safety or well-being of a resident student should notify Campus Safety, an RA, RD, or any other member of the Residence Life staff. The College will investigate such instances when there is a concern the resident may be in physical danger, injured, or ill.

Policy on Drugs and Alcohol (excerpted from the MMC Student Handbook)

MMC adheres to the following concerning Illegal Drugs-

1. The College strictly prohibits the unlawful possession, use or distribution of illicit drugs on College premises or at College activities.
2. The unlawful possession, use, or distribution of drugs, illegal or unauthorized prescription drugs, or drug paraphernalia on College premises by any student may result in suspension or expulsion.
3. Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician's prescription.
4. The College will take disciplinary action, up to and including expulsion, against any student found to be unlawfully using, possessing, or distributing drugs on the premises.

Faculty, staff and students should be aware that in addition to College sanctions they may be subject to federal and state laws that specify fines or imprisonment for conviction of drug-related offenses. Where appropriate or necessary the College will fully cooperate with law enforcement relative to any such investigations.

Alcohol

The impact of excessive and underage drinking and other forms of substance abuse are present in college communities across the country. The legal age for drinking alcoholic beverages in New York State is twenty-

one (21) years of age. It is prohibited in New York State to sell or give away alcoholic beverages to anyone under the age of 21 years.

The College prohibits the unlawful possession, use, manufacture, or distribution of alcohol while on College property, in residence halls, or while participating in College-sponsored activities or conducting College business off-premises. Alcoholic beverages are prohibited at all student events sponsored by students or by the Division of Student Affairs.

Any actions taken by an individual that involves the forced consumption of alcohol or drugs for the purpose of initiation into

Did You Know?

- In 1 of 3 reported sexual assaults the perpetrator was intoxicated
- Overall, at least 50% of reported college student sexual assaults are associated with alcohol use
- **90% of reported acquaintance rapes involve alcohol use**

or affiliation with any group or organization or for any other reason, is a violation of NYS law and a serious violation of College policy. **At the Residence Halls, no individual, regardless of age, may possess and/or consume alcoholic beverages.**

Anyone in need of assistance with respect to questions or personal problems regarding alcohol or other drugs should contact the MMC Counseling and Wellness Center at 212-774-0700. A description of alcohol and other drug programs appears in the MMC Handbook.

Counseling and Support Programs (Drugs and Alcohol)

The College educates students about alcohol and drug use through specific programs throughout the year in the residence halls and through published information and other services offered by the Counseling and Wellness Center (212-774-0700). At new student orientation all new students participate in a session on Alcohol and Drug Prevention.

Students who wish to discuss in confidence matters related to drug and alcohol abuse are encouraged to contact the College's Counseling and Wellness Center (CWC) [(212) 774-0700]. Counselors provide short-term counseling and community resources for students needing specialized substance abuse treatment.

The Counseling and Wellness Center also administers the AUDIT, an alcohol abuse assessment instrument, to all clients, and provides a psycho-educational program for students who have concerns and questions about alcohol and other drug abuse. CWC bulletin boards contain wallet card handouts explaining how to recognize an overdose and how to intervene. CWC's web site (<http://www.mmm.edu/offices/counseling-and-wellness-center/>) contains extensive information and resources associated with substance abuse issues. Halloween Harm Reduction is an event led by a CWC-supervised peer educator group that provides information on harm reduction. CWC conducts a Wellness Fair in February providing information about alcohol and drug abuse and AUDIT assessments.

Department of Residence Life Programs

Programs in the residence halls are both passive (bulletin boards) and active and range from alcohol education to prescription pill abuse.

- a) RA Training - Resident Advisors are trained on recognition, use/abuse, and response regarding illegal and prescription drugs.
- b) Digital Signage Passive Programing - Good Samaritan policy is displayed on the digital sign in the lobby explaining how students should seek help for others in need of assistance due to intoxication.
- c) Passive Programing - Alcohol, drug use and safety information displayed on all bulletin boards.
- d) Smart Decisions - Sanctions for alcohol and drug offenses include a "Smart Decisions" session, a one-on-one response-based meeting exploring the impact of drug and alcohol use on the student, family, relationships, and community, and uses motivational interviewing and harm reduction techniques to discuss how the student makes their decisions around drugs and alcohol.

RA Programs

- “Shirley Temples & Arnold Palmers” - Details drinking statistics in college.
 - “Mocktails Party”- Details the statistics about alcohol abuse.
- “Cope with Hope”- Details the challenges of using alcohol to cope with depression.
- “Beer Goggle Olympics”- Simulates having impaired judgment when under the influence of alcohol.

- “Drunk Busters”- Details myths regarding alcohol and alcohol consumption.
- “Trivia night (Prescription pill trivia)”- Details abuse of ADHD medicine and other prescription pills
- “Prescription Drug”- Educates students on prescription drug terminology and facts/fiction of pill use and abuse.

The health and safety of every student at Marymount Manhattan College is of utmost importance. Marymount Manhattan College recognizes that students who have been drinking and or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Marymount Manhattan College strongly encourages students to report

domestic violence, dating violence, stalking or sexual assault to the College’s officials. A bystander acting in good faith or a Reporting Individual acting in good faith who discloses any incident of domestic violence, dating violence, stalking or sexual assault to Marymount Manhattan College’s officials or law enforcement will not be subject to the college’s code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence stalking or sexual assault.

The Active Bystander

What is an Active Bystander? Every day we witness many things (both good and not so good). This makes us all bystanders. We also make decisions about how to respond to what we see. Our choices can turn us into active bystanders.

An active bystander witnesses an act that is harmful (such as name-calling, derogatory joke-telling, rumors, property damage or physical violence) or potentially harmful (such as “hitting on” someone who is too drunk or

otherwise incapacitated to consent) and doesn’t just passively observe or walk away. An active bystander **DOES SOMETHING ABOUT IT!**

The vast majority of college sexual assaults involve the consumption of alcohol and/or drugs. You can actively help prevent a sexual assault before it occurs and keep your friends or others safe. People often don't intervene because they assume a situation isn't a problem, feel it is none of their business or think someone else will do something. A person might even feel their own safety is at risk. At the very least, you can speak up. A conversation will help determine if an ambiguous situation requires help.

Most college sexual assaults involve a male perpetrator, female victim, and alcohol. If you are ever in a setting where you observe an intoxicated female being led to an isolated room or area by a male or group of males - that would be the opportune time for an active bystander to get involved, and possibly prevent a sexual assault. Simply checking in with someone can stop the momentum of something bad happening. In order to create a safer community everyone can take steps to be an active bystander.

Ask yourself, 'If I were in this situation, would I want someone to help me?'

- Consider whether the situation demands some action. Do you feel a responsibility to act?
- Choose what form of assistance you can use to intervene
- Have someone with you if you intervene or just call for help
- Even small interventions can make a big difference in a questionable situation.
- Saying something or just checking in with a person can stop the momentum of a possible assault
- *Never put yourself in a dangerous situation* - use your cell phone (or any phone) to contact campus security or call 9-1-1

If you are out with friends and someone is intoxicated –

DON'T leave them alone with strangers or other acquaintances.

Get involved.

Get them home safely.

DO THE RIGHT THING.

Worried about reporting the incident because drugs and/or alcohol were involved ?

A reporter of sexual misconduct or a bystander who reports a sexual misconduct incident to College officials or law enforcement will not be found responsible for violations of alcohol and/or drug use policies occurring at or near the time of the sexual misconduct incident.

Help Create a Safer Community.

Do You Know?

- ✓ Active bystanders can intervene before sexual assault occurs
- ✓ Active bystanders can address sexist attitudes to combat behavior that supports sexual violence
- ✓ Active bystanders are pro-social and intervene in ways that impact the outcome positively
- ✓ Active bystanders influence their peer group and community

A bystander acting in good faith or a Reporting Individual acting in good faith who discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Marymount Manhattan

College's officials or law enforcement will not be subject to the College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking or sexual assault.

Campus Sexual Violence Elimination Act

Sexual Assault, Domestic Violence, Dating Violence and Stalking

On March 7, 2013 the Violence Against Women Act was signed into law, including the Campus Sexual Violence Elimination Act (Campus SaVE). This law amended the Jeanne Clery Act and affords additional rights to campus victims of sexual assault/violence, dating violence, domestic violence, and stalking.

Marymount Manhattan College prohibits and strongly condemns these acts and will not tolerate retaliation against any individual who reports or is the victim of such crimes. Violators of this policy will be subject to disciplinary action including, but not limited to, termination of employment, expulsion, and/or termination of existing contractual relationships with the College.

Sexual Misconduct is conduct of a sexual nature that is committed without valid consent, including sexual assault and sexual harassment. Sexual misconduct may occur between people of the same sex or between people of different sexes and regardless of gender expression or identity. Sexual misconduct can include both intentional conduct and conduct that results in negative effects, even if those negative effects were unintended. Sexual misconduct can also include retaliation in connection with an individual's report under this policy.

Reporting Sexual Misconduct to the College

MMC encourages anyone who has experienced sexual violence, dating violence, domestic violence or stalking to report the matter to law enforcement. Any student or employee of MMC reporting they have been a victim of domestic violence, dating violence, sexual assault or stalking, whether it occurred on or off-campus, should report the incident and shall be provided with a written explanation of their rights and options. MMC will treat any investigation, identity of victims or other involved parties, accommodations, protective measures, and other information pertaining to any reported incident confidentially.

To make a report contact any of the following offices:

Title IX Coordinator	(212) 517-0562	Room 307 Main
Campus Safety	(212) 517-0411	any security desk
Vice President for Student Affairs	(212) 774-0756	Room 807 Main
Dean of Students	(212) 774-0756	Room 807 Main
Assistant Vice President of Human Resources	(212) 517-0532	Room 305 Main

You have the right to make a report to campus security, law enforcement, choose not to report, be protected by the institution from retaliation for reporting an incident, and to receive assistance and resources from the College. We strongly encourage individuals to make reports of possible violations as soon as possible. Although the College may pursue a report at any time, delays make it more difficult to gather relevant and reliable information.

MMC will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal, visa and immigration assistance, and other services available to victims, both at the College or in the public sector.

Whenever possible MMC will attempt to obtain the consent of a Reporting Individual before an investigation is conducted. If you don't give your consent your request will be honored unless it is determined that conducting an investigation is necessary to mitigate a potential risk of harm to you or the College community. Should it be determined that an investigation is necessary you will be informed of this decision. You are not obligated to participate in the investigation. Reporters of sexual misconduct have the right to withdraw a complaint or involvement from the College process at any time.

Sexual Assault

Incidents of sexual assault including rape, sexual abuse, sodomy and forcible touching constitute crimes and are prohibited by New York State law. MMC strongly condemns sexual assault and criminal assault in any form. *If you are a victim of a sexual assault you need to protect yourself - seek help and report it.*

College Campuses and Sexual Assault

The vast majority of sexual assaults experienced by college students occur in situations involving drinking by the victim, the assailant, or both. You should know:

- Every sixty seconds someone is sexually assaulted.
- One of every five dates ends up in a sexual assault.
- Seven of ten rapes are committed by someone the victim knows.

- Being raped is never the victim's fault.
- Most college students (85%) sexually assaulted are victimized by someone they know.
- Although rapes committed by strangers do occur, acquaintance rape is by far the more prevalent form of sexual violence among college students.

Non-Stranger Sexual Assault

Date or acquaintance sexual assaults occur when you are forced or manipulated into having sex against your will. **Be aware of the impact of alcohol and other drugs on your judgment and that of your date.** These drugs often play a role in sexual assault.

Risk Reduction

Remember ...

- Never leave a drink unattended or accept one from someone you don't know.
- Date rape drugs are easily be added to any beverage. They are categorized as prescription, often illegal drugs that produce various effects on the body, most often sedative or depressing, and are often used in rape crimes.

- They are odorless, colorless, and tasteless. Common date rape drugs include Gamma Hydroxy Butyrate (GHB), Rohypnol, MDMA (Ecstasy) and Ketamine.
- **Don't go to a secluded place with someone you've just met or don't know well.**
- Check in with your friends when out or at a party and make sure everyone leaves together.
- Meet or stay in public places. Don't go with them to any apartment or other secluded location.
- Don't invite them to yours if you are just getting acquainted.
- *Date rape occurs most often in the rapist's home.*

Sexual Assault by a Stranger

Make it a practice to always be aware of your surroundings and never put yourself in an unsafe situation.

Risk Reduction

Remember...

- *Walk in a group or with a friend you know well, especially after late night classes.*
- Be alert and aware of your surroundings, both inside buildings and on the street.
- If you ever feel unsafe or uncomfortable get to an occupied store or an area where there are people.
- Use elevators, stairs and restrooms in well trafficked areas.
- Avoid deserted areas, parking lots, laundry rooms, and other poorly lit locations.
- Keep apartment doors and windows locked. Always close your shades or blinds at night.
- Always know where to go for help.

Sex Offenses - Consent

You must have consent to engage in any and all sexual behaviors with your partner. **Consent is hearing the word "yes." It is not the absence of hearing "no." It's the LAW.** It is an element of every offense defined in Article 130 of the NY State Penal Law - SEX OFFENSES, that the sexual act was committed without consent of the victim.

Consent (from the MMC Policy on Sexual Misconduct, Sexual Assault, Stalking, and Relationship Violence (Revised 8.14.15))

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs

and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act. Consent may be initially given but withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary), the lack of consciousness or being asleep, being involuntarily restrained, if any of the parties are under the age of 17, or if an individual otherwise cannot consent. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Lack of Consent Results From

- (a) Incapacity to consent; or
- (b) Where the offense charged is sexual abuse or forcible touching, *any circumstances* in addition to forcible compulsion or incapacity to consent in which the victim does not expressly or impliedly acquiesce in the actor's conduct; or
- (c) Where the offense charged is rape in the third degree or criminal sexual act in the third degree, in addition to forcible compulsion, circumstances under which, at the time of the act of intercourse, oral sexual conduct or anal sexual conduct, the victim clearly expressed that he or she did not consent to engage in such act, and a reasonable person in the actor's situation would have understood such person's words and acts as an expression of lack of consent to such act under all the circumstances. A person is deemed incapable of consent when he or she is:

- (a) Less than seventeen years old; or
- (b) Mentally disabled; or
- (c) Mentally incapacitated; or
- (d) Physically helpless;

Mentally Disabled

Means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct.

Mentally Incapacitated

Means that a person is rendered temporarily incapable of appraising or controlling his conduct owing to the influence of a narcotic or intoxicating substance administered to him without his consent, or to any other act committed upon him without his consent.

Physically Helpless

Means that a person is unconscious or for any other reason is physically unable to communicate unwillingness to an act.

Forcible Compulsion

Means to compel by either: the use of physical force or a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped.

Sex Offenses

The following is a listing of sex offenses taken from the New York State Penal Law. All are crimes in New York State and are punishable by imprisonment, fines or both:

Section

- 130.20- Sexual Misconduct.
- 130.25- Rape in the third degree.
- 130.30 -Rape in the second degree.
- 130.35- Rape in the first degree.
- 130.40 -Sodomy in the third degree.
- 130.45 - Sodomy in the second degree.
- 130.50- Sodomy in the first degree.
- 130.52- Forcible touching.
- 130.55- Sexual abuse in the third degree.
- 130.60- Sexual abuse in the second degree
- 130.65 -Sexual abuse in the first degree.
- 130.65a Aggravated Sexual Abuse in the third degree.
- 130.66 Aggravated sexual abuse in the third degree
- 130.67 Aggravated sexual abuse in the second degree
- 130.70 Aggravated sexual abuse in the second degree
- 130.90 Facilitating a sex offense with a controlled substance

The following represent the penalties for the commission of certain sex offenses in New York State:

Sexual Misconduct	1 year
Rape 3	Up to 4 years
Rape 2	Up to 7 years
Rape 1	6-25 years
Sodomy 3	Up to 4 years
Sodomy 2	Up to 7 years
Sodomy 1	6-25 years
Sex Abuse 3	Up to 3 months
Sex Abuse 2	1 year
Sex Abuse 1	Up to 7 years

Campus Sex Crimes Prevention Act

On July 25, 1995 Governor George E. Pataki signed into law Chapter 192 of the Laws of 1995 (the Sex Offender Registration Act -SORA) also known as Megan's Law. This law established a Sex Offender Registry within the New York State Division of Criminal Justice Services. This legislation was enacted to assist local law enforcement agencies protect communities by requiring sex offenders to register with the State, and to provide information to the public about certain sex offenders residing in their communities.

Sex Offender Registry Information Line

The New York State Sex Offender Registration Act established an 800 telephone number which employers, parents, students and the general public can call to determine whether an individual is a convicted sex offender who is required to register. To request information call the **SEX OFFENDER REGISTRY INFORMATION LINE** at **1-800-262-3257** 24 hours a day, 7 days a week. You must be 18 years old and provide your name, address and telephone number. Anyone is able to check a sub-directory of High Risk Sex Offenders on-line via the New York State Sex Offender website at <http://www.criminaljustice.ny.gov/nsor/>.

Domestic Violence

Domestic and Dating Violence impacts everyone, regardless of age, race, religion, sexual orientation or occupation. Domestic violence is when one person does a variety of things to control another person in an intimate relationship. Often people wonder if what is happening to them is domestic violence because their partner has never hit them. Physical abuse is probably what most people think of when they think about domestic violence, but it is just one of the many ways that your partner might try to gain power and control in your relationship. Domestic violence is intended to harm the physical and/or mental well-being of the victim and can be psychological, physical, economic or sexual in nature. Domestic violence is rarely an isolated incident – it is a pattern of coercive behavior intended to exert control and domination by the offender over the victim. MMC strongly condemns acts of domestic violence in any form. *If you are a victim of domestic violence, especially physical abuse, you need to protect yourself and report it.*

The term “domestic violence” includes felony or misdemeanor crimes of violence committed –

- by a current or former spouse or intimate partner of the victim
- by a person with whom the victim shares a child in common
- by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner
- by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred
- or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred

Domestic violence incidents can often escalate in frequency and severity. Often in the early stages, the victim may not even realize they are in an abusive relationship. By the time the victim does realize it, there are often many barriers to leaving. Without outside intervention to protect the victim, stop the violence, and hold the abuser accountable, the results can be serious physical or emotional injury or death. Domestic violence harms everyone in a family, a household, neighborhood, a community and our society as a whole.

Risk Reduction – Remember...

- You are not alone. Anyone can be a victim of domestic violence.
- Help is available.
- It is against the law to physically hurt a member of your household.
- Once it begins, domestic violence often only gets worse.
- Domestic Violence often increases or begins during pregnancy.
- Children who witness domestic violence may become anxious, depressed, or aggressive. They may also have trouble in school.

Dating Violence (42 USC 13925)

MMC strongly condemns acts of dating violence in any form. The term ‘dating violence’ means:

- Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.
- The existence of such a relationship shall be determined based on-
 1. The reporting party's statement with consideration of the length of the relationship.
 2. The type of relationship.
 3. The frequency of interaction between the persons involved in the relationship.

Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. ***If you are a victim of dating violence you need to protect yourself and report it.***

Stalking

Anyone can be a victim of stalking. People who engage in stalking behavior can be a former intimate partner, stranger, acquaintance, relative, spouse, etc. MMC strongly condemns acts of stalking in any form. ***If you are a victim of stalking you need to protect yourself and report it.***

What is Stalking? (NYS Penal Law 140.20)

Stalking involves intentional and repeated actions that place an individual in reasonable fear for their safety, the safety of others, or to suffer substantial emotional distress. Stalking is a course of conduct used to maintain contact with, or exercise power and control over another individual. Stalking is a crime, and if you are a victim, you can get help.

A person is guilty of stalking when he or she intentionally, and for no legitimate purpose, engages in a course of conduct directed at a specific person and knows or reasonably should know that such conduct:

1. Is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person`s immediate family or a third party with whom such person is acquainted; or
2. Causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person`s immediate family or a third party with whom such person is acquainted, and the actor was previously clearly informed to cease that conduct; or
3. Is likely to cause such person to reasonably fear that his or her employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person`s place of employment or business, and the actor was previously clearly informed to cease that conduct.
4. With intent to harass, annoy or alarm a specific person, intentionally engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury,

kidnapping, unlawful imprisonment or death of such person or a member of such person`s immediate family

Things you should know about Stalking

1. Stalking is a crime.
2. Stalking can happen to anyone- not just celebrities.
3. Stalking happens to many people.
4. Stalking can be very dangerous.
5. Stalking is harmful and intrusive.
6. Stalking can occur during, after, or in the absence of a relationship.
7. Computers, cell phones, etc. can be used to stalk.
8. Help is available, but you must be willing to seek it out.

Stalking is committed when a person-

Intentionally, for no legitimate purpose, engages in a course of conduct directed at a specific person, and knows or reasonably should know that such conduct is likely to, or does, cause a particular type of fear or harm. Simply stated, whatever intentional actions he or she does with the purpose of putting you in fear can be considered stalking.

You are being Stalked if someone is-

- Repeatedly following or spying on you
- Repeatedly calling your home and/or work
- Repeatedly sending unwanted e-mails, letters, faxes, etc.
- Leaving unwanted gifts or items for you
- Vandalizing or damaging your property
- Threatening you or someone close to you
- Repeatedly showing up for no legitimate purpose at places you go to

What to do if you are being Stalked

1. *Notify Campus Safety.*
2. File a police report.
3. Document all incidents of possible stalking.
4. Keep a log of incidents, including dates, times, what happened, and the names of any witnesses.
5. Keep e-mails, letters, faxes, items left for you, etc.

6. Save any packages, letters, messages, or gifts from the stalker.
7. If you decide not to pursue prosecution now, you may change your mind in the future.
8. Documentation of every incident makes for a stronger case.
9. If you have an Order of Protection make several copies, carry a copy with you at all times, and notify Campus Safety about the order.
10. Inform people you know that you are being stalked so that the stalker cannot get information about you from them.
11. If you have a picture of the stalker make copies and give them to people you know at the places you frequent.

If You Are the Victim of a Sexual Assault, Rape, Domestic Violence, Dating Violence, or a Stalking Incident Occurring On or Off Campus

1. Get to a safe location.
2. For incidents occurring on campus ***immediately report*** the incident to Campus Safety at 212-517-0411 or to any security officer.
3. For incidents occurring off campus **call 911 immediately for help**. A notification to Campus Safety should also be made.
4. MMC will assist any victim with making notifications to the proper authorities, (law enforcement, medical assistance, etc.). Victims may decline to notify MMC Campus Safety or law enforcement without consequence. You have the option of being assisted in notifying such authorities if you choose so.
5. If you prefer you can go on your own to an emergency room that has a SAFE Center of Excellence where staffs are specially trained to care for, counsel victims and collect evidence.
6. If you suspect that you were given any type of drug, you should be tested within 24 hours of ingestion. Advise law enforcement and medical staff of this possibility.
7. If the incident occurs in an MMC residence Hall you can notify an RA or RD if you prefer.
8. You are not responsible for crimes committed against you and such crimes should always be reported. Reach out for support-talk to someone you trust.
9. Seek medical attention. A hospital visit will be required and timely follow-up medical (within 96 hours) care is crucially important for victims of sexual assault. You may need to be tested for sexually transmitted diseases or pregnancy.
10. It is extremely important to preserve any evidence available. Do not wash, douche, change clothes, brush your teeth or hair or otherwise clean up. Bring a full change of clothing to the hospital. Clothes worn at the time of the attack may be kept as evidence. An ER nurse will complete a rape evidence collection kit and treat any injuries that you may have sustained. The kit can be analyzed later if necessary.
11. Victims can provide information to Campus Safety and choose either criminal prosecution and/or a referral for on campus discipline. Every effort will be made to ensure the confidentiality of all reports.
12. You have the right to be treated with dignity and professionalism by College staff. No employee, officer, or agent of MMC shall harm,

Take time to take care of yourself.

The aftermath of a sexual assault will be overwhelming.

Understand your options for reporting an assault to MMC Campus Safety and/or the police.

Ask for assistance or help from campus resources at MMC; we are here to help you.

Remember, no matter when or where the assault occurred, support and referral resources are available. Medical and Counseling assistance is available through the MMC Health Center and the Counseling and Wellness Center.

Reporting a sexual assault may help prevent another assault and is the best option to be sure you receive the physical safety, emotional support, and medical care that you need.

Filing a report will ensure a timely investigation and response is initiated.

The preservation of evidence is very important. This could substantiate that the assault occurred and may be helpful in obtaining an order of protection.

retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual for exercising their rights or responsibilities under the federal law (Clery Act, Title IX, etc.).

13. Filing a report with Campus Safety will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. You may report and prosecute your case through the College Judicial System and/or the Criminal Justice System under New York State Law. You have the right to refuse all these options without reproach from any College official. Filing a report will-
- Ensures a victim of sexual assault receives the necessary medical treatment and tests at no expense
 - Provide the opportunity to collect evidence helpful in prosecution which cannot be obtained later
 - Assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention
 - A college representative will guide and support the victim through available options

Rights, Options and Resources for Individuals who Report Sexual Misconduct (from the MMC publication *You Are Not Alone - Rights and Options for Individuals who Report Sexual Misconduct*)

1. You have the right to make a report to university police or campus security, local law enforcement, and/or state police or choose not to report; to report the incident to the College; to be protected by the College from retaliation for reporting an incident; and to receive assistance and resources from the College.
2. If you wish to go forward with one or more of the options as set forth above, please note the differing standards of proof required in different proceedings. The College employs a “preponderance of the evidence standard,” meaning that the College will determine that its Sexual Misconduct Policy has been violated if it is more likely than not that the Policy was violated. To the contrary, the criminal justice system employs the heightened “beyond a reasonable doubt” standard. Both standards of proof serve the purposes of the respective institutions.
3. No matter your choice and even if you elect not to pursue any claim, it is important to preserve all evidence should you wish to later pursue a claim as set forth above. If you have been the victim of a sexual assault, then you should obtain a Sexual Assault Forensic Examination as soon as possible and, if possible, before washing yourself or your clothing. The following institution provides Sexual Assault Forensic Examinations, which are generally available twenty-four (24) hours per day, seven (7) days per week: Mount Sinai Beth Israel, First Avenue at 16th Street, New York, NY 10003, telephone: 212/420-2000.
4. Generally, if you go to the hospital, then local police will be called, but you are not obligated to talk to the police or to pursue prosecution. If you are interested in initiating proceedings in family court or civil court, we suggest that you contact The Legal Aid Society (Telephone Number: 212/577-3300) or visit LawHelpNY.org to speak with a trained legal professional.
5. You have the right to file a report of sexual assault, domestic violence, dating violence, and/or stalking and the right to consult the Title IX Coordinator and other appropriate institution representatives for information and assistance. Reports shall be investigated in accordance with institution policy and a

reporting individual's identity shall remain private at all times if said reporting individual wishes to maintain privacy.

6. Disclose if the accused is an employee of the institution, the incident to the institution's human resources authority or the right to request that a confidential or private employee assist in reporting to the appropriate human resources authority.
7. Receive assistance from appropriate institution representatives in initiating legal proceedings in family or civil court and:
8. Withdraw a complaint or involvement from the institution process at any time.

Additional Information for Victims

- Both the accuser and the accused are entitled to the same opportunity to have others present during a campus disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. MMC may establish restrictions, equally applied to both parties, regarding the extent to which the advisor may participate in such proceedings. Advisors provide the accuser or accused support, guidance, or advice.
- MMC will provide a prompt, fair, and impartial proceeding (investigation and resolution).
Proceeding: All activities related to a non-criminal resolution of an institutional disciplinary complaint, including, but not limited to, fact finding investigations, formal or informal meetings, and hearings.

Proceeding does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.

Result: Any initial, interim, and final decision by any official or entity authorized to resolve disciplinary matters within the institution. The result must include any sanctions imposed by the institution.

Proceedings

- Investigations will normally commence within 24 hours of the College being notified. Proceedings will be conducted in a timely fashion, normally within 60 days, unless an extension for good cause is required. The accuser and accused will be advised in writing of any delay in proceedings and the reason for such.
- Conducted in a professional manner that are consistent with MMC's policies and transparent to the accuser and accused
- Include timely notice of meetings at which the accuser or accused, or both, may be present; and
- Provides timely and equal access to the accuser, the accused, and appropriate officials to any information that will be used during informal and formal disciplinary meetings and hearings; and
- Are conducted by officials who do not have a conflict of interest or bias for or against the accuser or accused

- Will be conducted by College officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- The accuser and accused will be given advance notice of any meetings that they may attend relative to the investigation, as well as any information that may be used after the fact finding investigation or during formal and informal disciplinary meetings and hearings.
- You will be notified if the accused is prohibited from contacting you or entering your Residence Hall.
- Both the accuser and the accused shall be simultaneously informed, in writing, of the outcome of any disciplinary proceeding alleging sexual assault, domestic violence, dating violence, or stalking, any change to the results that occurs prior to the time such results become final, and when such results become final. Compliance with these provisions does not constitute a violation section 444 of the General Education Provisions Act (20USC 1232g), commonly known as the *Family Educational Rights and Privacy Act of 1974 (FERPA)*. For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged offense and any sanction that is imposed against the accused.

Protective Measures for Victims

- You may be eligible to be issued an order of protection from the courts. If you need assistance in obtaining an order of protection or have obtained one already, please contact the Director of Campus Safety at 212-517-0685. This will ensure MMC is aware of your protection order so that additional protective measures can be taken, if needed (escorts, restrictions on building access, academic schedule concerns, working situations, medical and mental health services, etc.) regardless of whether a report is made with Campus Safety or the police.
- MMC will provide any victim with written notification about options for, and assistance in changing academic, living, transportation, and working situations, regardless of whether you choose to report the crime to Campus Safety or law enforcement. The College will make such accommodations if they are requested and if they are reasonably available.
- Prior to resolution of any alleged charges, a student's status may be altered and the right to be on campus and to attend classes may be suspended at the discretion of the Vice President for Student Affairs. This may occur where the student constitutes an immediate threat to the security or emotional safety and well-being of members of the College community, guests or College property.

Students Bill of Rights (from the MMC Policy on Sexual Misconduct, Sexual Assault, Stalking, and Relationship Violence and the MMC publication for victims; Revised 8.14.15). All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;

4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the Reporting Individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a Reporting Individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process;
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.
12. Receive resources, such as counseling and medical attention.
13. Confidentially or anonymously disclose a crime or violation to confidential resources.
14. Make a report to an employee with the authority to address complaints, including the Title IX Coordinator, Director of Human Resources, Campus Security, Local Law Enforcement, and/or Family or Civil Court.
15. Receive reasonable accommodations in academic, living, or working environments.

Title IX

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. The Title IX Coordinator provides advice and oversight on policies, preventive educational programs, resources and services required under Title IX. They oversee and investigate all complaints of sexual harassment and sexual violence, as well as identifying and addressing any patterns or systematic problems that arise during the review of complaints. All employees of Marymount Manhattan College are considered “Responsible Employees”, meaning that if you become aware any reports of sexual misconduct (directly or indirectly) it is your obligation to report the information to the Title IX Coordinator.

Title IX Coordinator

All inquiries concerning the application of policies for the prevention of sexual harassment and sexual violence under Title IX can be reported to the MMC Title IX Coordinator at 212-517-0562, Main Building room 307D.

Procedures for Campus Disciplinary Actions and Investigation of Reports of Sexual Misconduct (Sexual Assault, Rape, Domestic Violence, Dating Violence, Stalking or Sexual Harassment)

(from the MMC Policy on Sexual Misconduct, Sexual Assault, Stalking, and Relationship Violence, Revised 8.14.15). MMC is committed to ensuring all reports of sexual misconduct are promptly and thoroughly investigated.

A. Initial Review

When the College receives a complaint or otherwise learns of a concern about sexual misconduct, domestic violence, dating violence and/or stalking, it will review the matter to determine if the behavior, as reported, would violate MMC policies. If so, MMC will determine how to address the matter, as provided for below.

B. Decision to Proceed with Investigation

If the Reporting Individual is willing to participate in the review and investigation process, the College will proceed as described in the Investigation section below. If the Reporting Individual requests confidentiality or asks that the report of sexual misconduct not be pursued, the College will, generally before taking any further investigative steps, forward that information, along with all available information about the report, to the Title IX Team. The Title IX team comprises senior administrators, faculty and staff at the College who meet regularly to respond to complaints, identify and address compliance issues, review College policies and procedures, and monitor campus culture surrounding sexual and gender violence.

Even in those instances in which the Reporting Individual does not wish to be involved in the process, interim measures and resources continue to be available (see Section J, below, Interim Measures).

The Title IX Team is charged with balancing the College's tradition of supporting survivor-centered practices with the College's equally strong commitments to providing due process to the Responding Individual and promoting a safe community. Specifically, the Title IX Team members will provide information and advice to the Title IX Coordinator regarding:

1. Their perspectives on whether, how, and to what extent, College should further investigate the report of sexual misconduct;
2. What steps may be possible or appropriate when a Responding Individual is unknown; and
3. What other measures or remedies might be considered to address any effects of the reported sexual misconduct on the campus community. In all cases, the final decision on whether, how, and to what extent the College will conduct an investigation, and whether other measures will be taken in connection with any allegation of sexual misconduct, rests solely with the Title IX Coordinator.

C. Notification of Charges

The Reporting Individual and the Responding Individual shall be notified that the Responding Individual is the subject of a complaint when it is determined that an investigation is warranted. Charges may be presented to the Responding Individual in person, by placement in the individual's residence hall or work mailbox, by email to the Responding Individual's official College email address or by mail to the Responding Individual's local or permanent address.

D. Investigation

The Title IX Coordinator and/or Assistant Vice President for Human Resources or designee will appoint an internal and/or external investigator to conduct a prompt, thorough and impartial investigation of the complaint.

This investigation consists of (but will not necessarily be limited to) separate interviews of the Reporting Individual, the Responding Individual, other individuals who may have witnessed the reported incident or incidents or have other relevant information, and a review of any relevant documents, photographs or other materials. In addition to their interview, the Reporting Individual and Responding Individual may provide a written statement or supporting materials or identify other potential witnesses regarding the matter under review. At the completion of the investigation, the investigator will provide an investigation report to the Title IX Coordinator.

E. Rights of Persons Reporting and Responding to Sexual Misconduct Complaints

Both Reporting and Responding Individuals shall have the right to participate in proceedings that are in accordance with College rules. Each shall have the right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend. They have the right to review evidence in the case file maintained by the College. They may provide testimony via alternative arrangements such as telephone or videoconferencing to lessen confrontations. Prior sexual history or past mental health history shall be excluded in determining responsibility but may be considered in imposing an appropriate sanction. These and other rights are set forth below.

F. Advisors

Both the Reporting and Responding Individuals each may have an advisor of their choosing throughout the processes set forth in this policy. The advisor may be an attorney. The advisor may privately counsel the Reporting and Responding Individuals, but may not speak on behalf of their advisee or otherwise actively participate in the investigation process.

G. Standard of Proof

The investigator's findings will be made using the *"preponderance of the evidence standard."* This standard requires that the information supporting a finding that the policy was violated be more convincing than the information in opposition to it. Under this standard, individuals are presumed not to have engaged in behavior that violates the policy unless a preponderance of the evidence supports a finding that such behavior occurred.

H. Findings and Outcomes

If the investigation determines that the policy was violated, the College will act promptly to eliminate the offending conduct, prevent its recurrence and address its effects, which may include sanctions/discipline, where appropriate. The Vice President for Student Affairs or Assistant Vice President for Human Resources or designee, in consultation with the Title IX Coordinator and appropriate senior administrators, will determine the appropriate sanctions and interventions based on the totality of the circumstances. Reporting Individuals and Responding Individuals each have the right to present, within five (5) days of notification of whether this policy was violated, an impact statement to the Title IX Coordinator to be considered during the sanction process. In those instances in which the underlying behavior occurred, but did not constitute a violation of this policy (e.g., the behavior was not sufficiently severe, persistent or pervasive as to constitute sexual harassment or did not meet the definition of domestic violence, dating violence or stalking), the College may still impose sanctions or take disciplinary action intended to stop the offending behavior when the misconduct violates the Code of Conduct. Such action may include any of the sanctions listed below, and will be reasonably calculated to stop the offending behavior.

Sanctions

The Vice President for Student Affairs or Assistant Vice President for Human Resources or designee, in consultation with the Title IX Coordinator and appropriate senior administrators, will determine the appropriate sanctions and interventions based on the totality of the circumstances. Reporting Individuals and Responding Individuals each have the right to present, within five (5) days of notification of whether this policy was violated, an impact statement to the Title IX Coordinator to be considered during the sanction process.

In those instances in which the underlying behavior occurred, but did not constitute a violation of this policy (e.g., the behavior was not sufficiently severe, persistent or pervasive as to constitute sexual harassment or did not meet the definition of domestic violence, dating violence or stalking), the College may still impose sanctions or take disciplinary action intended to stop the offending behavior when the misconduct violates the Code of Conduct. Such action may include any of the sanctions listed below, and will be reasonably calculated to stop the offending behavior.

1. Notice of Outcome - Notice of the outcome will be provided in writing to the Reporting and Responding Individuals simultaneously.
2. Student Sanctions - Students found in violation of the policy are subject to sanctions or interventions that may include, but are not limited to one or more of the following:
 - a. **Written Notice:** A written notice stating that a student's conduct is in violation of the Policy. Subsequent violations may result in the imposition of additional sanctions.
 - b. **Disciplinary Probation:** Levied for a specific period of time based on the seriousness of the case. Disciplinary Probation constitutes a loss of good standing at the College, and serves as a warning that any further violation of the Policy may result in the imposition of additional sanctions, including suspension or expulsion.
 - c. **Restitution:** Reimbursement in the amount of the cost to replace or repair stolen or damaged property of the College, the Reporting Individual or another person, or to cover certain expenses of the Reporting Individual.
 - d. **Educational Sanctions/Imposition of Special Conditions:** Assignment of an educational task appropriate to the circumstances of the case. Special conditions may include completion of training or educational programs, an educational project, service hours on campus or in the community; compliance with a behavioral contract; removal from specific courses or activities and/or permanent no contact directives.
 - e. **Removal from College Housing:** Placement in another room or housing unit or removal from college housing. Housing transfers or removals may be temporary or permanent depending on the circumstances.
 - f. **Suspension:** A separation of the student from the College for a definite or indefinite period of time or until written specified conditions are met. Conditions may include a ban on visitation on the campus and/or residential housing without prior written approval from the Vice President for Student Affairs or designee. For students found responsible for committing sexual assault, the sanction shall either be immediate suspension, with any other conditions, or expulsion.

- g. Expulsion: Permanent termination of student status from the College.
3. Employee Discipline- A faculty or staff member found to have engaged in behavior that violates this policy may be subjected to one of the following:
- a. Written reprimand
 - b. Change in work assignment/hours
 - c. Loss of privileges (including, but not limited to loss of vacation and sabbatical)
 - d. Reduction in salary or loss of future wage increase
 - e. Mandatory training
 - f. Suspension without pay and/or termination of employment
 - g. Demotion to a lower academic rank
 - h. Loss of honorific title
 - i. Loss of chair, department, committee and/or division positions

Appeals

The Reporting Individual and/or the Responding Individual may appeal the outcome of the complaint. Appeals must be made in writing and submitted to the Title IX Coordinator within 14 calendar days of the notification of the decision regarding the outcome of the case. This deadline may be delayed for good cause shown (e.g. semester break, illness, etc.) upon approval of the Title IX Coordinator.

1. Grounds for Appeal- Appeals must be based on one or more of the following circumstances:
 - A material deviation from the procedures affected the outcome of the case;
 - There is new and relevant information that was unavailable, with reasonable diligence and effort, at the time of the investigation, that could reasonably affect the findings; or
 - The sanctions are disproportionate to the determined violation(s).
2. Appeals Board - will consist of one faculty member and two staff members who will be appointed by the President.
3. Removal for Conflict of Interest - Appeals Board members may be removed from a particular case for cause, such as conflict of interest or bias. Requests to have an Appeal Board member removed should be made in writing to the Title IX Coordinator, describing the conflict of interest or bias that is the basis of the request.
4. Decision - The Appeals Board may consider appeals based on the circumstances above. The appeal is not a new hearing and will consist of a review of the record. Upon review, the Appeals Board may make one of the following decisions within 14 calendar days from the request for an appeal:
 - Uphold the original outcome(s);
 - Modify the sanction(s); or
 - Remand the case with corrective instructions to the investigators.

Orders of Protection (Restraining Order)

An order of protection is a document issued by the court that forbids an individual from engaging in certain behavior. For example, an order of protection can forbid a person from having any contact with the victim. This means that the person can't go to the victim's home, place of employment, or school, or contact the victim via email, phone, text message or any other electronic means. An order of protection can also require an individual not to assault, threaten, harass, or stalk a victim.

How do you obtain an order of protection? To obtain an order of protection you must have a case pending in court. There are two places where you can obtain an order of protection: Criminal Court and Civil Court (Family Court is a Civil Court). You can go to Family Court and file a request (called a petition) for an order of protection if you and the individual who you want the order against are:

- legally married;
- divorced;
- related by blood;
- have a child in common;
- or have been in an intimate relationship

An intimate relationship does not necessarily mean a sexual relationship, but is more than just a casual acquaintance. This includes people who are or have been dating, or living together, including those who have been or are in a same-sex relationship. In Criminal Court, an order of protection can be issued regardless of the relationship between you and the person you want protection from. *In order to obtain an order of protection in*

Criminal Court, the person must be arrested and there must be a Criminal Court case pending against them. The District Attorney's Office will request an Order of Protection from the court on your behalf.

How long is an order of protection valid?

A Temporary Order of Protection usually lasts from one court date to another court date. A Final Order of Protection will be issued when there is a final disposition in the case and can last from one year to several years, depending upon the seriousness of the case. If the case is dismissed, the order of protection will end.

How do you get a copy of your Criminal Court Order of Protection?

After the Court issues an Order of Protection in Criminal Court, the *Witness Aid Service Unit (WASU)* of the District Attorney's Office will mail a copy of the Order of Protection to you. Make sure the District Attorney's Office has your correct address. You can also request a copy of your Criminal Court Order of Protection by contacting WASU at (212) 335-9040. WASU is located at 100 Centre Street, room 231.

What happens if the Order of Protection is violated?

It is a crime to violate an order of protection. If the individual violates the Order of Protection, you should 911 and report it to the police. You can also walk into the nearest precinct to report a violation. After contacting the police, you should also contact the Assistant District Attorney assigned to your case. If you don't know who

your assigned assistant is, contact WASU at (212) 335-9040 for that information. **KEEP** your Order of Protection with you at all times. If you misplace your copy of your Order of Protection you can get a copy from WASU. NYPD can also determine if a valid Order exists.

You have order of protection, are you safe?

An order of protection does not guarantee a victim’s safety. It is extremely important to develop a safety plan. Please contact WASU at (212) 335-9040 to work with a social services worker to develop a safety plan. If you are a victim of Domestic Violence you can also call the 24 hour/toll-free Domestic Violence hotline at 1 (800) 621-HOPE (4673) for other organizations that can help you develop a safety plan.

Is your order of protection valid outside of New York City?

Your Order of Protection can be enforced even if you travel or move to another state. Most Orders of Protection must be given “Full Faith and Credit” in any other state, which means that your Order may be good wherever you go. Some states require that you register your order in the new state before it becomes effective. If you should move to another state, call the Clerk of the Court to determine whether or not you are required to register your Order and what steps need to be taken by you in order for it to be properly registered.

Sexual Harassment

Sexual Harassment is unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The College encourages reporting of all unwelcome conduct of a sexual nature, so that it can investigate as appropriate, and determine if the conduct violates [Title IX](#). Such conduct violates [Title IX](#) if:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education, living environment, employment, or other participation in a College program or activity;
- b. Submission to or rejection of such conduct by an individual is used as the basis for or a factor in decisions affecting that individual’s education, living environment, employment, or other participation in a College program or activity; or,
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s educational performance or creates an intimidating, hostile, offensive, or abusive environment for that individual’s education, living environment, employment, or other participation in a College program or activity.

Examples may include, but are not limited to, the following: unwanted sexual statements; unwanted personal attention including [stalking](#) and cyber-[stalking](#); unwanted physical or sexual advances that would constitute sexual assault, as defined in this policy; electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images without the knowledge and [consent](#) of all parties involved; touching oneself sexually for others to view; and voyeurism (spying on others who are in intimate or sexual situations).

Conduct reported as sexual harassment will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally are more likely to create a hostile environment, a serious incident, even if isolated, can be sufficient. For example, a single instance of sexual assault can create a hostile environment in violation of this policy. In any event, as noted above, the College encourages reporting of all unwelcome conduct of a sexual nature so that it can determine whether it violates the College’s policies.

MMC will not tolerate retaliatory acts against individuals who have complained about sexual harassment. Violators of this policy will be subject to disciplinary action that may include termination of employment, expulsion, and/or termination of an existing contractual relationship with the College. If you feel you have been a victim of sexual harassment please contact the College's Title IX Coordinator at 212-517-0522.

College Campuses and Hate Crimes

According to the US Department of Justice there is no place where hate crimes occur with such increasing frequency, visibility and hostility than in institutions of higher education. Hate crimes are intended to hurt and intimidate individuals because they are perceived to be different with respect to their race, color, religion, natural origin, gender, age or disability. For most students, college is the first occasion to have extensive contact with individuals who differ from them in socially significant ways. This is especially true in residence halls where new students now live with a large extended family they do not know. Malicious behavior viewed as a prank can escalate quickly. Writing on someone's door, leaving inappropriate phone messages, committing an assault or any other crime in conjunction with an ethnic, gender or disability related slur are classic examples of hate crimes committed on college property.

The Higher Education Opportunity Act (HEOA) requires institutions to report as a hate crime any occurrence of criminal homicide, sex offense, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation and destruction/damage/vandalism of property, or any other crime involving bodily injury reported to local law enforcement or a campus security authority that manifests evidence the victim was intentionally selected because of the perpetrator's bias against the victim.

Possible categories of bias include the victim's actual or perceived race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability. The FBI's Uniform Crime Reporting Hate Crime Collection Guidelines are the source for these definitions.

Additionally, the New York State Legislature passed the Hate Crimes Act in the year 2000, found in the NY State Penal Law section 485. These crimes are commonly referred to as "hate crimes" or "bias crimes" because victims are intentionally selected, in whole or in part, because of their actual or perceived- race, color, national origin, ethnicity, ancestry, gender, gender identity, religion, religious practice, age, disability or sexual orientation. These crimes, motivated by an individual's hatred of any of the aforementioned, seriously impact the victim and all members of the group to which the victim belongs.

A person commits a hate crime when he or she commits a **SPECIFIED OFFENSE** or larceny-theft, simple assault, intimidation or destruction/damage/vandalism of property and either: Intentionally selects the person against whom the offense is committed **or** intentionally commits the act or acts constituting the offense because of a belief or perception regarding the race, color, national origin, ancestry, gender identity, religion, religious practice, age, disability or sexual orientation of a person - regardless of whether the belief or perception is correct.

A **SPECIFIED OFFENSE** is an offense defined by any of the following provisions of the NY State Penal Law:

- Assault 1st, 2nd, 3rd degree
- Aggravated assault upon a person less than eleven years old
- Menacing 1st, 2nd, 3rd, degree
- Reckless endangerment 1st, 2nd degree

Manslaughter 2nd degree, sub.1, 1st degree sub. 1,2,3,4
 Murder 2nd degree
 Stalking 1st, 2nd, 3rd, 4th degree
 Rape 1st degree, sub.1
 Criminal sexual act 1st degree
 Sexual abuse 1st degree
 Aggravated sexual abuse 1st degree, sub.1a, 2nd degree, sub.1
 Unlawful imprisonment 1st, 2nd degree
 Kidnapping 1st, 2nd degree
 Coercion 1st, 2nd degree
 Criminal trespass 1st, 2nd, 3rd degree

Burglary 1st, 2nd, 3rd degree
 Criminal mischief 1st, 2nd, 3rd, 4th degree
 Arson 1st, 2nd, 3rd, 4th degree
 Petit larceny
 Grand larceny 1st, 2nd, 3rd, 4th degree
 Robbery 1st, 2nd, 3rd degree
 Harassment 1st degree
 Aggravated harassment, sub. 1, 2, 4

* or any attempt or conspiracy to commit any of the foregoing offenses.

If You Are a Victim of a Hate Crime

Hate crimes are prohibited by New York State law and MMC strongly condemns these acts. *If you believe you are the victim of a hate crime you need to protect yourself - seek help and report it.*

Reporting a Hate/Bias Incident

No matter when or where the incident occurred, support and referral resources are available. A victim of a hate crime occurring on campus should immediately report the incident to Campus Safety at **212-517-0411**; if the incident occurred off campus call 911.

Reports may also be made to any Bias Incident Response Team member either in writing or via MMC email. MMC will assist any student with making notifications to the proper authorities. Once reported, an investigation of the incident will be conducted in a timely manner and the appropriate actions taken.

Bias Incident Response Team

The Bias Incident Response Team will assess and coordinate the response to bias-related campus incidents. The team will investigate reported bias-related incidents to determine whether an incident is bias-related and recommend appropriate outcomes for the incident, including the necessity of involvement from law enforcement or other outside agencies.

Did You Know?

The following represent the penalties for the commission of “hate crimes” in New York State if the *specified offense* is a class B felony:

<u>Maximum Term</u>	<u>Penal law Section</u>
6 years	70.00
8 years	70.02
12 years	70.04
4 years	70.05
10 years	70.06
20 years	any A1 felony

Bias Incident Response Team Members

- Vice President for Student Affairs
- Dean of Students & Diversity Officer
- Title IX Coordinator
- Director of Campus Safety
- Associate Dean for Academic Affairs
- VP for Institutional Advancement (serving as PR representative)
- Faculty member, recommended by the Dean of the Faculty
- Director of Human Resources

Education and Awareness Prevention Programs

MMC educates the College community through primary prevention and awareness programs for all incoming students and new employees, as well as ongoing prevention and awareness campaigns for all students and employees. Education programs include, but are not limited to:

- a) MMC's prohibition against domestic violence, dating violence, sexual assault, and stalking
- b) The definitions of domestic violence, dating violence, sexual assault, stalking and consent in reference to sexual activity
- c) Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such individual
- d) Information on risk reduction, warning signs of abusive behavior and how to avoid potential attacks

All new students are sent an electronic copy of the MMC Annual Security Report and the MMC Emergency Response Guide. Programs are run at mandatory freshman orientations each fall as well as other times during the academic year and are presented by College staff and outside professionals. Students are informed of personal safety services available on campus, including counseling and mental health services.

Prevention Programs

Programs to prevent dating violence, domestic violence, sexual assault, and stalking. The programs are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research or assessed for value, effectiveness, or outcome. They also consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.

Awareness Programs

Community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

Bystander Intervention

Programs and trainings offering safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. They include recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

Ongoing Prevention & Awareness Campaigns

These include programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the college/university and including information provided in campus education programs.

Primary Prevention Programs

These include programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

Risk Reduction Programs

These programs present options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

Awareness and Prevention Programs to Address Sexual Assault, Domestic/Dating Violence and Stalking

During annual new student orientation students are informed about the laws relating to and the penalties applicable to the commission of such offenses. All students are encouraged to complete an online tutorial, “Sexual Violence Awareness and Prevention for Higher Education Students” during the first two months of the semester. Booklets are distributed at each program containing definitions, consent, risk reduction, bystander prevention, laws, victims’ rights and resources for assistance.

Students are also advised of the procedures at MMC for dealing with such offenses, how to report such crimes, and the availability of counseling and support for the victims of such offenses. The Division of Student Affairs, the Office of Residence Life and the Counseling and Wellness Center also coordinate annual wellness fairs, educational programs for on campus and off -campus students, passive programming and social media campaigns, which include the common circumstances relating to such offenses occurring on college campuses.

Awareness and Prevention Programs to Address Bias/Hate Crime

During annual new student orientation students are informed about the laws relating to and the penalties applicable to the commission of such offenses. Students are advised of the procedures at MMC for dealing with such offenses, how to report such crimes, and the availability of counseling and support for victims. Details about the MMC Bias Incident Response Team are provided in orientation booklets and in the Student Handbook.

The Division of Student Affairs, the Office of Residence Life and the Counseling and Wellness Center coordinate annual wellness fairs, educational programs for residents and social media campaigns, which include the common circumstances relating to such offenses occurring on college campuses. Booklets are distributed at each program containing definitions, laws, penalties for the commission of such crimes and resources for assistance.

Employee Training Programs

All employees are required to take training annually on Title IX, EEO and FERPA. Training for the majority of employees is online. Employees with the title of Director and/or Division Chair are required to take in-person training annually. The in-person training covers EEO, and Title IX. The training is conducted by the College's outside counsel. All new employees are provided with a copy of the MMC Annual Security Report and the MMC Emergency Response Guide.

Crime Prevention Information / Programs

Members of the College Community are urged to always secure valuables and be aware of their surroundings, whether on or off campus. Crime prevention information and literature is available year round to students and employees in brochures found at the security desks and the Main Campus first floor security office (room 105). Crime prevention information is sent out annually via the College email system to all students and employees and is contained in this Annual Security Report. Presentations are conducted annually for the Jump Start Program and for RAs during the Resident Assistants training and orientation. Crime prevention information, presentations and lectures are provided upon request for any size group across various safety and security issues, including sexual assault, domestic and dating violence, stalking, bias crimes and various other topics.

Operation ID / Crime Prevention Awareness Sessions

This is a joint endeavor between the NYPD Crime Prevention Section and MMC Campus Safety, conducted twice annually. The NYPD visits MMC to register personal electronic devices (laptops, iPods, iPhones, etc.) at no charge to students, faculty or staff. This service may help recover these devices if they are ever lost or stolen. MMC security staff provides crime prevention and personal protection information to all participants.

Bike Registration

The NYPD provides a bike registration program free of charge. Bicycles are marked with an identification number using an engraver and a decal is affixed to the bicycle, which is difficult to remove. In the event the bicycle is stolen and recovered, it can be traced back to the owner through the I.D. number. Speak with the Director of Campus Safety or a Security Supervisor for assistance.

Anonymous Tip Line

MMC provides the College community with a means of contacting the Director of Campus Safety discretely, if needed, or to report a non-emergency issue or concern anonymously. This can be done via the tip line at 212-774-4878.

Safety Tips

The following information will help protect you whether at home, work or on a college campus. You should always be alert and aware of your surroundings. The Department of Campus Safety can provide additional information on crime prevention to help protect you and your property. Share these tips with your family and friends-

Off Campus Living

- Your obvious hiding places for keys are just as obvious to an attacker.
- Use only last names on mailboxes, doorbells and phone listings.

- Be prepared to enter your apartment without complications. *Have the key in your hand.*
- If a window or door has been forced or broken - don't go in - call the police immediately.
- Insure proper locks and a door viewer are installed - remember, they only offer protection when used.
- Use drapes and blinds for privacy. Make sure all windows have locks.
- Don't answer the door automatically. Request ID from all expected repair or delivery personnel.
- Never let strangers inside your apartment to use the phone. Never admit that you are home alone.
- Avoid going to a basement or laundry room alone. Have a neighbor or friend accompany you.

Elevator Safety

- Avoid entering an elevator occupied by a lone stranger.
- If someone makes you feel uneasy, either don't get in or get off on the next floor.
- Always stand near the control panel.
- If you are attacked, push as many buttons as possible and scream for help.

Telephone Safety

- If you receive obscene or annoying phone calls hang up immediately.
- If the calls continue report them to the police and the telephone company.
- List only your last name and initials in the phone book.
- If the call is a "wrong number" ask what number was dialed; never reveal your number or name.
- Note the number from any troublesome calls using caller ID if you have it.
- Save any harassing or threatening messages; they will be critical to any police investigation.
- Do not divulge personal information over the phone to anyone, EVER.

In Your Car

- Always park in highly visible, well-lighted areas and be mindful of suspicious activity.
- Check the interior of the car before entering and lock car doors while driving.
- Keep doors locked when driving.
- Don't leave valuables or packages visible in your car.
- Have your keys ready to unlock the door and enter without delay.
- Do not stop for a stranded motorist - call the police for assistance.
- If you suspect you are being followed drive to the nearest public place, police station or fire station for help.
- Never leave house keys attached to car keys at service station or parking lots.

In Your Room

- *Always lock your door* - especially if you are inside sleeping or if you plan to be out for "just a minute".
- Don't let strangers into your room.
- Never leave messages on your door since they advertise you are away and the time you plan to return. Don't post this info on on-line social networking sites either.
- Don't give out your key to anyone - report it immediately if you lose it.
- Don't keep many valuables in your room (even if they are hidden) or leave them in plain sight.
- Purchase a laptop security cable and always keep your laptop secured.
- Have your electronic devices registered with the NYPD (available from Campus Safety).
- Consider purchasing a small dorm security safe with a security cable for valuables.
- Don't prop doors open - it's both a fire and security hazard.

Out in Public Places

To enhance personal safety, *especially after an evening class*, walk with friends or someone you know well.

- Always be alert and aware.
- Walk on the side of the street facing traffic.
- Avoid walking close to shrubbery, doorways and other places of concealment.
- Travel on well-lighted areas and avoid shortcuts such as alleyways.
- If someone bothers you don't be embarrassed to attract attention to yourself - scream or yell.
- Try to let someone know where you are going and the time you expect to return home.
- Never leave purses or valuables unattended anywhere - especially in public places or over the back of your chair in any establishment.
- Be alert when using ATM machines. Only use those at legitimate banking locations.

Check Overpayment Scams

With overpayment and fake check scams, fraudsters play the role of buyer and target consumers selling a product or service, or they just send you a check "accidentally". It usually works this way:

If you are selling something - the buyer "accidentally" sends you a check for more than the amount they owe you by mistake. They ask you to deposit the check into your bank account and then wire them the difference. (A deposited check can take several days or more to clear). When the original check turns out to be a fake and bounces, the victim is on the hook to pay the bank back for any money withdrawn.

You are not selling anything, but a check is "accidentally" mailed to you. The sender apologizes for sending you the check, and asks you to deposit it into your bank account. They tell you to keep a certain amount of money for your trouble and then wire them the difference. Once again, the original check bounces and you are responsible to pay the bank back for any money withdrawn. *Don't respond to any checks that just happen to arrive in your mail that you were not expecting. Fake checks can be used for any type of scam and are very popular, so be very wary of this practice.*

Employment Scams

Employment scams generally start with a too good to be true offer—work from home and earn thousands of dollars a month, no experience needed, and finally end with the consumer out of a "job" and out of money. Whether it's a secret shopper scheme, work-from-home scam, or a phony offer of employment, job-related scams are the worst because they can dash your hopes, steal your money, and possibly your identity.

It's easy for scammers to create email, websites and online "job applications" that look very professional. Be cautious of anyone who wants to interview you only over the phone, who asks you to wire money for supplies or other upfront expenses, or who asks you to fill out an online form that asks for personal data like your social security number or bank account. Be especially cautious of offers that claim you can make big money with no experience necessary. **And, never, never, never, wire money to secure a job offer.**

Clery Act Geography

In accordance with the “Campus Safety Act” data included in this document is presented to review crime both on campus and on the streets adjacent to the College campus. A specific breakdown of offenses occurring in College owned or controlled residence halls appear under the “Non - Campus Building or Property” category.

The On-Campus category includes any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes. The Main / Nugent Building fall under this category.

The Non-Campus Building or Property category includes any building or property owned or controlled by a student organization that is officially recognized by the institution; or any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution. The 55th Street and 1760 3rd Avenue Residence Halls fall under this category.

The Public Property category includes all public property, including thoroughfares, streets, sidewalks, and parking facilities, within or immediately adjacent to and accessible from the campus. This includes the public sidewalk, street, and opposite sidewalk on E 71st and E 72nd Streets from 2nd to 3rd Avenues and 2nd and 3rd Avenues from E 71st to E 72nd Street.

Definitions of Reportable Crime

The following definitions are defined in the Federal Bureau of Investigation's Uniform Crime Reporting Program. The definitions for *murder; robbery; aggravated assault; burglary; motor vehicle theft; weapons: carrying, possessing, etc.; law violations; drug abuse violations; and liquor law violations* are from the Uniform Crime Reporting Handbook. The definitions of the sex offenses are excerpted from the National Incident-Based Reporting System Edition of the Uniform Crime Reporting Handbook. The definitions of *larceny-theft (except motor vehicle theft), simple assault, intimidation, and destruction/damage/vandalism of property* are from the Hate Crime Data Collection Guidelines of the Uniform Crime Reporting Handbook.

Campus crime statistics also include hate crimes and arrests and disciplinary referrals made to campus authorities for alcohol, drugs and weapons possession. As defined by the Campus Safety Act, a disciplinary referral is an instance when a student is formally reported in writing to a College officer for possible sanction. As required by the Campus Safety Act, colleges are required to report hate crimes.

Criminal Homicide - Murder and Non-Negligent Manslaughter

The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter

The killing of another person through gross negligence.

Robbery

The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Aggravated Assault

An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by a means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used that could and probably would result in serious personal injury if the crime were successfully completed.)

Burglary

The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or a felony, breaking and entering with intent to commit a larceny, housebreaking, safecracking, and all attempts to commit any of the aforementioned acts.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle. (Motor vehicle theft is classified as any case where an automobile is taken by a person not having lawful access, even though the vehicle is later abandoned, including joy riding.)

Arson

Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Larceny-Theft (except motor vehicle theft)

The unlawful taking, carrying, leading or riding away of property from the possession or constructive possession of another. Attempted larcenies are included. Embezzlement, confidence games, forgery, worthless checks, etc., are excluded.

Simple Assault

An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

- The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- For the purposes of this definition—
- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence

A felony or misdemeanor crime of violence committed—

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

- Fear for the person's safety or the safety of others or suffer substantial emotional distress.

For the purposes of this definition:

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Intimidation

To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

Destruction/Damage/Vandalism of Property

To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

Sexual Assault

An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI Uniform Crime Report program.

Sex Offenses

Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

Rape

The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest

Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape

Sexual intercourse with a person who is under the statutory age of consent.

Other Crimes and Offenses

Liquor Law Violations

The violation of State or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness.

Drug Abuse Violations

The violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation, or importation of any controlled drug or narcotic

substance. Arrests for violations of State and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs

Weapons: Carrying, Possessing, etc.

The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons.

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Marymount Manhattan College Crime Statistics

<u>Type of Offense</u>	<u>Year</u>	<u>On Campus</u>	<u>Non-Campus Building or Property</u>	<u>Public Property</u>
<u>Criminal Homicide</u>				
Murder and Non-Negligent Manslaughter	2016	0	0	0
Negligent Manslaughter	2016	0	0	0
<u>Sex Offenses</u>				
Rape	2016	0	1	0
Fondling	2016	0	0	0
Incest	2016	0	0	0
Statutory Rape	2016	0	0	0
Robbery	2016	0	0	0
Aggravated Assault	2016	0	0	0
Burglary	2016	0	0	1
Motor Vehicle Theft	2016	0	0	1
Arson	2016	0	0	0
Stalking	2016	0	0	0
Dating Violence	2016	0	0	0
Domestic Violence	2016	0	0	0
Total Unfounded Crimes	2016	0	0	0

Marymount Manhattan College Residence Halls are located off-campus.
 Crimes reported in the Residence Halls are included in the “Non-Campus Building or Property” category.
 There were no reported hate / bias crimes in 2013, 2014 or 2015.

Marymount Manhattan College Crime Statistics

<u>Type of Offense</u>	<u>Year</u>	<u>On Campus</u>	<u>Non-Campus Building or Property</u>	<u>Public Property</u>
<u>Criminal Homicide</u>				
Murder and Non-Negligent Manslaughter	2014	0	0	0
	2015	0	0	0
<hr/>				
Negligent Manslaughter	2014	0	0	0
	2015	0	0	0
<hr/>				
<u>Sex Offenses</u>				
Rape	2014	0	0	0
	2015	0	1	0
Fondling	2014	0	1	0
	2015	0	0	0
Incest	2014	0	0	0
	2015	0	0	0
Statutory Rape	2014	0	0	0
	2015	0	0	0
<hr/>				
Robbery	2014	0	0	0
	2015	0	0	1
<hr/>				
Aggravated Assault	2014	0	0	0
	2015	0	0	0
<hr/>				
Burglary	2014	0	0	0
	2015	0	0	0
<hr/>				
Motor Vehicle Theft	2014	0	0	0
	2015	0	0	1
<hr/>				
Arson	2014	0	0	0
	2015	0	0	0
<hr/>				
Stalking	2014	0	1	0
	2015	0	0	0
Dating Violence	2014	0	0	0
	2015	0	0	0
Domestic Violence	2014	0	0	0
	2015	0	0	0
<hr/>				
Total Unfounded Crimes	2015	0	0	0

Marymount Manhattan College Residence Halls are located off-campus. Crimes reported in the Residence Halls are included in the "Non-Campus Building or Property" category. There were no reported hate/bias crimes in 2013, 2014 or 2015.



Marymount Manhattan College Crime Statistics

DISCIPLINARY

<u>Other Offenses</u>	<u>Year</u>	<u>On Campus</u>	<u>Non-Campus Building or Property</u>	<u>Public Property</u>
Liquor Law Violations	2014	0	40	0
	2015	0	25	0
	2016	0	61	0

Drug Abuse Violations	2014	0	62	0
	2015	0	83	0
	2016	0	114	0

Weapons- Carrying, Possessing, etc.	2014	0	1	0
	2015	0	0	0
	2016	0	1	0

ARRESTS

<u>Other Offenses</u>	<u>Year</u>	<u>On Campus</u>	<u>Non-Campus Building or Property</u>	<u>Public Property</u>
Liquor Law Violations	2014	0	0	0
	2015	0	0	0
	2016	0	0	0

Drug Abuse Violations	2014	0	0	0
	2015	0	1	0
	2016	0	5	0

Weapons- Carrying, Possessing, etc.	2014	0	0	0
	2015	0	0	0
	2016	0	0	0

Marymount Manhattan College Residence Halls are located off-campus. Weapons, Liquor Law and Drug Abuse violations that have occurred in the Residence Halls are reported under the “Non-Campus Building or Property” category.



MarymountManhattan

Emergency Response Guide

Department of Campus Safety
(212) 517-0411

Part 1

Introduction.....3
Your Responsibility3
Emergency Communication.....3
Emergency Management Overview.....3
Emergency Levels.....4
Emergency Response Leadership4
Emergency Operations Center(s).....5
Assembly Areas5
Emergency Response Actions.....6
Building Evacuation.....6
Shelter in Place7
Lockdown7
Summary8

Part 2

Active Shooter / Armed Assailant10
Bomb Threats.....12
Fire and Explosions.....13
Hazardous Materials15
Major Threat or Emergency Incident in NYC16
Medical Emergency18
Suspicious Packages19
Utility Emergency20
Violent, Disruptive or Criminal Behavior21
Weather Emergency.....22

Introduction

Marymount Manhattan College is fully committed to the safety and welfare of our students, faculty, staff and visitors. This Emergency Response Guide outlines the College's response to an emergency at MMC. As all emergencies will vary in scope and complexity, this information is provided as a guide to help you stay safe and reduce your personal risk in the event of an emergency.

Your Responsibility

All members of the MMC community should be familiar with these guidelines and the initial responses to emergency situations. You should:

- Be familiar with emergency and building evacuation guidelines
- Notify Campus Safety immediately if you observe any suspicious activity or dangerous conditions on campus
- Notify Campus Safety of any emergency situation, provide as much information as possible, and remain calm
- Follow the directions of College personnel during an emergency
- Carry your MMC ID at all times

Emergency Communication

In the event of an emergency, members of the MMC community can get information from several sources:

Connect-ED

MMC utilizes an emergency communication system called *Connect-ED*. In the event of an emergency at the College, *Connect-ED* will enable prompt notification to individual members of the College community via text, voicemail and email messaging. MMC urges you to register with *Connect-ED* via the MMC portal.

Webpage

In the event of an emergency, information is available on the College homepage at www.mmm.edu

TV

Local news stations will broadcast information regarding weather related closings or delayed openings at MMC. Check any of the following for information-

TELEVISION STATIONS

NBC Channel 4

Emergency Management Overview

The College administration has used local and federal guidelines as well as real world experience to identify best practices in emergency response. The plan incorporates the FEMA Incident Command System as well as College organizational structure. The components of emergency management include the Incident Commander, Emergency Response Quick Team, Cabinet and Crises Response Team. These individuals and / or groups coordinate the campus response to major incidents.

In a state of emergency, the College President provides executive leadership for the entire emergency response process. The Executive Vice President for Administration and Finance functions as the Incident Commander responsible for the operational direction of the response. The Incident Commander utilizes the Emergency Response Quick Team to assess an emergency, make recommendations and determine the need for the Cabinet or Crisis Response Team.

The Cabinet is the college-wide, policy-making body for the emergency. The Crisis Response Team coordinates the operational campus response to major incidents. The Institutional Advancement Office is responsible for communication with the College community, the public, and the media, as necessary.

Emergency Levels

Emergency incidents are classified according to severity and potential impact so that appropriate emergency response operations can be implemented. The following levels will be assigned based on conditions at the College:

Level 1

A minor, localized department or building incident that is resolved with existing resources or limited outside help. A Level 1 emergency has little or no impact on personnel or normal operations outside the locally affected area. Impacted personnel or departments coordinate directly with Campus Safety, Facilities or other units to resolve the issue.

Level 2

A mid-level emergency that disrupts sizable portions of the campus community. Level 2 emergencies may require assistance from external sources. These events may escalate quickly and may have serious consequences on operations and/or life safety. Conditions will determine the necessity to activate all or part of the Cabinet and/or the Crisis Response Team.

Level 3

A major incident that adversely affects the entire campus and the surrounding community. The effects of the emergency are wide-ranging and complex. During a Level 3 emergency normal College operations could be suspended. The Crisis Response Team and Cabinet would convene to manage the large scale scope of the incident.

Emergency Response Leadership

The following is the structure for the management of emergencies at MMC:

Incident Commander

The Incident Commander is responsible for the operational direction of emergency response at the College.

- Executive Vice President for Administration and Finance
- Alternate One: Associate Vice President / Controller
- Alternate Two: Assistant Vice President for Academic Administration

Emergency Response Quick Team

The Emergency Response Quick Team is utilized to quickly assess an emergency, make recommendations, and determine the need for Cabinet or Crises Response Team activation.

- Executive Vice President for Administration and Finance
- Associate Vice President/Controller
- Assistant Vice President for Academic Administration
- Capital Project Manager & Administrative Coordinator
- Director of Campus Safety
- Director of Facilities
- Security Supervisors

Cabinet

The Cabinet is the college-wide, decision-making body during emergencies. The Cabinet is activated by the Incident Commander.

- President
- Executive Vice President for Administration and Finance
- Vice President for Academic Affairs and Dean of the Faculty
- Vice President for Student Affairs and Dean of Students
- Chief Philanthropy Officer
- Vice President for Enrollment Management
- Assistant Vice President for Human Resources

Crisis Response Team

The Crisis Response Team is the primary vehicle for managing the operational response to an emergency.

- Executive Vice President for Administration & Finance
- Associate Vice President / Controller
- Chief Philanthropy Officer
- Vice President for Student Affairs and Dean of the Students
- Vice President for Academic Affairs and Dean of the Faculty
- Director of Campus Safety
- Director of Facilities
- Director of Counseling and Wellness Center
- Chief Information Officer
- Assistant Vice President for Human Resources
- Director of Food Services
- Director of Residence Life

Emergency Operations Center(s)

In the case of a serious emergency the MMC Incident Commander could direct the activation of an Emergency Operation Center which would serve as the central location for College emergency management. The decision to activate this center will be based upon the location and scope of the emergency. Emergency management functions coordinated from the center include:

- Prioritize emergency actions
- Deploy and coordinate resources and equipment
- Coordinate actions with government agencies
- Determine and update information regarding the scope and impact of the incident
- Disseminate information to the College community
- Monitor and continuously evaluate conditions

Assembly Areas

In the event of a building evacuation, occupants should report to one of the following assembly areas and await instructions from College personnel or emergency responders. These locations are subject to change depending on emergency conditions. When evacuating, stay safe; keep away from the building and stay out of the street.

Carson Hall & Nugent Hall	71 st and 72 nd Streets at the corners of 2 nd and 3 rd Avenues
Faculty Center	Same as above
Martha Graham Studio	2 nd Ave. & E. 63 rd Street
55 th Street Residence Hall	55 th street at the corners of 2 nd and 3 rd Avenues
Cooper Square Residence Hall	East 6 th St. and Cooper Square Park

Emergency Response Actions

Everyone at MMC should be familiar with the procedures for building evacuation, Shelter in Place and Lockdown. These actions can help you stay safe in the event of specific emergency incidents.

When Evacuating

- Test door knobs and spaces around the door with the back of your hand. If a door is hot, don't open it; try another escape route. If the door is cool, open it slowly. Slam it shut if smoke pours through.
- If you have to escape through smoke, stay close to the ground with your head one to two feet above the floor; this is where the best air quality is.
- If you are unable to evacuate because of fire or smoke in the building remain calm. Try to get in a room with windows, close the door, call 911 and notify them of your location.
- Go to a window - call or signal for help.

Building Evacuation

Building evacuations don't happen often, but when they do, MMC wants you to be safe and needs you to be prepared. Evacuation means getting out of the building and away from a threat. Members of the College community should be familiar with building evacuation plans for all MMC locations.

Carson Hall and Nugent Hall

1. Everyone needs to evacuate the building – evacuation is mandatory.
2. The Lowerre Family Terrace must be evacuated when the alarm sounds.
3. Close doors and windows behind you while exiting (if possible) and exit the building from the closest safe exit.
4. Do not use the elevators; you could become trapped or it could open on an unsafe floor.
5. If you can do so safely, assist those that may need help in exiting the building. If they are unable to evacuate escort them to a safe position near the double elevator bays. Notify Campus Safety or emergency responders as you exit the building.
6. Proceed to the closest assembly area – 71st & 72nd Streets at the corners of 2nd & 3rd Avenues and await further instruction.
7. Stay clear of the building. Keep building access, streets and sidewalks clear for responding emergency personnel.
8. Do not re-enter the building until you are instructed to do so by College personnel.

If you need assistance evacuating

- Don't panic - proceed to the nearest double elevator bay and remain there.
- Notify those evacuating of your situation so they can notify Campus Safety of your location.
- Plan ahead - advise your floor warden or Campus Safety about your situation ahead of time if you will have trouble evacuating in an emergency.

55th Street Residence Hall

1. Listen for instructions from building security personnel.
2. Unless otherwise instructed or if there is immediate danger – stay in your room.
3. Information and instructions will be broadcast via the hall and room public address systems.

4. If a partial or full building evacuation is necessary you will be so advised.
5. If you have to evacuate the building, do so quickly, calmly and safely.
6. Do not use the elevators; you could become trapped or it could open on an unsafe floor.
7. Proceed to the closest assembly area – 55th Street at the corners of 2nd or 3rd Avenues. Await further instruction from authorized College personnel.
8. Stay clear of the building. Keep building access, streets and sidewalks clear for responding emergency personnel.

Cooper Square Residence Hall

1. Listen for instructions from building security personnel.
2. In the event of an alarm, initially only the floor of the alarm, the floor below and the floor above it will be evacuated.

IF YOU NEED TO EVACUATE THE BUILDING

1. Stay calm and remain alert for instructions.
2. Do not rush or panic. Do not use elevators.
3. Gather personal belongings if safe to do so.
4. Quickly grab your prescription medications, keys, ID, purse, glasses, etc., if possible.
5. Use the nearest safe stairway to proceed to an exit.
6. Proceed to the designated Evacuation Assembly Area and await instruction.
7. Assist those who may require help in evacuating.
8. Do not re-enter the building until instructed to do so by emergency responders.
9. If you cannot safely exit your apartment or the building, call 911 and building security-tell them your address, floor, apartment number and the number of people in your apartment.

Shelter in Place

Whether at home, MMC or elsewhere, there may be situations when it is best to stay where you are during an emergency. Shelter in Place means to stay indoors because of dangerous conditions outside the building. This unsafe condition could be due to environmental issues, falling debris, utility emergencies or other unsafe conditions.

1. MMC will broadcast a direction to Shelter in Place via the *Connect-ED* emergency notification system. If necessary, this message will instruct those en-routes to avoid the College campus or residence halls and to seek shelter.
2. Everyone should proceed to a classroom, office or other similarly protected area.
3. Turn off air conditioners and ventilation systems. Close all windows.
4. Stay alert for current news and official instructions.
5. Do not open windows or doors. Remain in protected areas until advised by government officials or a *Connect-ED* message.

Lockdown

Lockdown means to lock and barricade yourself in a secure area that will help protect you from an active shooter, armed assailant or similar threat.

1. Seek shelter in the nearest classroom, office, or other similarly protected area. If possible, do not seek shelter in any room with glass doors or walls.
2. Lock or barricade door(s) from the inside if possible. Use all available room furnishings to help barricade the door.
3. Turn off lights and silence all electronic devices.

4. **STAY OUT OF SIGHT.** Take a seated position on the floor next to an interior solid wall and out of view from the door window (if applicable).
5. If you have a cell phone keep it on silent or vibrate. Monitor it for updated information from MMC via *Connect-ED*.
6. Do not respond to a fire alarm during a lockdown unless imminent signs of fire are observed.
7. Do not respond to directives to open the door or exit the room. You will only be released from the room by Campus Safety or the New York Police Department.

Summary

Being prepared to react in an emergency situation is something everyone should think about, whether you are on or off campus. The College's emergency response guidelines will be continuously reviewed and modified, as needed, to help ensure a safe environment for the entire MMC community.

Part Two

1. Active Shooter or Armed Assailant.....	10
2. Bomb Threats.....	12
3. Fire and Explosions.....	13
4. Hazardous Materials.....	15
5. Major Threat or Emergency Incident in NYC.....	16
6. Medical Emergency.....	18
7. Suspicious Packages.....	19
8. Utility Emergency.....	20
9. Violent, Disruptive or Criminal Behavior.....	21
10. Weather Emergency.....	22

Active Shooter or Armed Assailant

An active shooter or armed assailant incident could occur on or near campus with little or no warning. This type of incident would involve one or more individuals armed with a firearm or other dangerous weapon(s), intent on injuring people. The following guidelines can help you reduce your risk of being injured should such an incident ever occur on or near campus. All members of the MMC community need to exercise their best judgment to stay safe in such situation.

In the case of an active shooter or armed assailant call 911 immediately!

Directives for the MMC Community

If a dangerous situation develops that poses a serious threat to the College community, you need to know what to do and how to respond safely. You must protect yourself as best you can by either evacuating the building or locking down.

To evacuate means to get out of the building and away from the threat.

To lockdown means to lock and barricade yourself in a secure area that will help protect you from the threat.

Evacuation or lockdown are dependent on your specific situation. In any emergency, staying calm and thinking clearly will help you react in the best possible manner.

MMC will utilize *Connect-ED*, our emergency notification system, to warn the College community of the incident. MMC strongly urges all members of the College community to register with *Connect-ED* via the MMC portal.

Evacuate (Get Away)

- Evacuate the building if it is safe to do so.
- Visualize your escape route before beginning to move. Get out as quickly as possible.
- Avoid using elevators; the car may stop on an unsafe floor.
- Leave your belongings. Do not pick anything up and do not go back for anything.

Lock Down (Hide)

1. If evacuating the building safely is not possible, hide in a secure area.
2. Seek shelter in the nearest classroom or other similarly protected area. If you work in an open common area or non-locking room, seek shelter in a locked office or classroom. If possible, do not seek shelter in any room with glass doors or walls.
3. Lock or barricade doors from the inside if possible. Use all available room furnishings to help barricade the door.
4. Turn off lights and silence all electronic devices.
5. STAY OUT OF SIGHT. Take a seated position on the floor next to an interior solid wall and out of view from the door window (if applicable).
6. If you have a cell phone keep it on silent or vibrate. Monitor it for updated information from MMC via *Connect-ED*.
7. Do not respond to a fire alarm during a lockdown unless imminent signs of fire are observed.
8. Do not respond to directives to open the door or exit the room. You will only be released from the room by Campus Safety or the New York Police Department.

Contact Authorities

- CALL 911 IMMEDIATELY.
- Contact Campus Safety at x411.

What to Report (if known)

- Your specific location- building name, address and office/room number.
- Number of people with you.
- Location, number and description of assailant(s).
- Number of people injured and types of injuries.
- Type of weapons used.
- If you can do so safely and quietly – stay on the line with the 911 operator.

Faculty / Staff

1. Clear students from hallways and bathrooms immediately.
2. Tell students to get down on the floor and up against an interior solid wall. Remain silent.
3. If possible, account for all students. Document any non-class students sheltered in the room and any missing students.

Police Response

When the police respond to a report of an active shooter or armed assailant they do not initially know who these individuals are. When the police arrive, they will consider *everyone* as a potential threat. Therefore, when law enforcement arrives on scene:

- Listen to and follow all commands by police – stay calm.
- Don't run towards police – move calmly and slowly.
- Keep your hands up, empty and visible - follow police instructions.
- Do not make any sudden or alarming movements.

When You Are Safe

Once you are out of the building and safe follow the directives of NYPD or College Authority. Let someone from your family or a friend know you are safe.

Bomb Threats

Bomb threats can pose a serious danger to the MMC Community. Any such threat against the College Community is a serious criminal offense which will be thoroughly investigated by the NYPD. Although most bomb threats are communicated by telephone, email and other forms of communication may be utilized.

If you ever receive a bomb threat report it immediately to Campus Safety at x411 (212-517-0411).

Directives for the MMC Community

1. If you receive a bomb threat by telephone, remain calm.
2. Gather as much information as possible from the caller. If a threat is sent via email or left on your voicemail, do NOT erase it.
3. Record the time and caller ID number, if available.
4. Write down any information the caller provides. If possible, ask the caller:
 - Where is the bomb?
 - When will it explode?
 - What will cause it to explode?
 - What does it look like?
 - Did you place the bomb?
 - What is your name?
 - Where are you calling from?
5. Note any characteristics of the caller's voice such as gender, age and/or accent.
6. Note any background noises and/or distinctive sounds such as traffic, other voices, television, music, etc.
7. **Immediately after the call has ended contact Campus Safety at x411 (212-517-0411).**
8. If at any time a decision is made to evacuate the building the MMC community will be advised to follow standard evacuation procedures and exit in a calm and orderly fashion. All will report to building assembly areas (Main Campus: 71st and 72nd Streets at 2nd or 3rd Avenues; 55th Street Residence Hall: 55th Street at 2nd or 3rd Avenues).
9. Do not re-enter the building until you are instructed to do so by College personnel.

Fire and Explosions

Building evacuations don't happen often, but if they do, MMC wants you to be safe and needs you to be prepared. Remember, all fire alarms must be taken seriously; in the event of a fire or explosion every second counts. We all share the responsibility of keeping the MMC community safe, so please be responsible and familiar with all emergency protocols; your cooperation is essential to everyone's safety.

Directives for the MMC Community

If you see a fire, smoke condition or explosion in the building –

1. Pull the nearest fire alarm pull station.
2. Alert those in your immediate area.
3. Evacuate quickly, calmly and safely.
4. Exit thru the nearest safe exit.
5. Notify others and Campus Safety on your way out of the building.
6. Stay clear of the building.
7. Keep building access, streets and sidewalks clear for responding emergency personnel.

If a Fire Alarm is activated at -

When Evacuating

1. Test door knobs and spaces around the door with the back of your hand. If a door is hot, don't open it; try another escape route. If the door is cool, open it slowly. Slam it shut if smoke pours through.
2. If you have to escape through smoke stay close to the ground with your head one to two feet above the floor; this is where the best air quality is.
3. If you are unable to evacuate because of fire or smoke in the building remain calm. Try to get in a room with windows and close the door; call 911 and notify them of your location.
4. Go to a window - call or signal for help.

Carson Hall / Nugent Hall

1. Everyone needs to evacuate the building – evacuation is mandatory.
2. The rooftop terrace must be evacuated when the alarm sounds.
3. Close doors and windows behind you while exiting (if possible) and exit the building from the closest safe exit.
4. Do not use the elevators; you could become trapped or it could open on an unsafe floor.
5. If you can do so safely, assist those that may need help in exiting the building. If they are unable to evacuate, escort them to a safe position near the double elevator bays. Notify Campus Safety or emergency responders as you exit the building.
6. Proceed to the closest assembly area – 71st & 72nd Streets at the corners of 2nd & 3rd Avenues and await further instruction.
7. Stay clear of the building. Keep building access, streets and sidewalks clear for responding emergency personnel.
8. Do not re-enter the building until you are instructed to do so by College personnel.

If you need assistance evacuating

1. Don't panic - proceed to the nearest double elevator bay and remain there.
2. Notify those evacuating of your situation so they can notify Campus Safety of your location.
3. Plan ahead - advise your floor warden or Campus Safety about your situation ahead of time if you will have trouble evacuating in an emergency.

55th Street Residence Hall

1. Listen for instructions from building security personnel.
2. Unless otherwise instructed or if there is immediate danger – stay in your room.
3. Information and instructions will be broadcast via the hall and room public address systems.
4. If a partial or full building evacuation is necessary you will be advised to do so.
5. If evacuating the building do so quickly, calmly and safely.
6. Do not use the elevators; you could become trapped or it could open on an unsafe floor.
7. Proceed to the closest assembly area – 55th Street at the corners of 2nd or 3rd Avenues. Await further instruction.
8. Stay clear of the building. Keep building access, streets and sidewalks clear for responding emergency personnel.

Cooper Square Residence Hall

1. Listen for instructions from building security personnel.
2. In the event of an alarm, initially only the floor of the alarm, the floor below and the floor above it will be evacuated.

IF YOU NEED TO EVACUATE THE BUILDING

1. Stay calm and remain alert for instructions.
2. Do not rush or panic. Do not use elevators.
3. Gather personal belongings if safe to do so.
4. Quickly grab your prescription medications, keys, ID, purse, glasses, etc., if possible.
5. Use the nearest safe stairway to proceed to an exit.
6. Proceed to the designated Evacuation Assembly Area and await instruction.
7. Assist those who may require help in evacuating.
8. Do not re-enter the building until instructed to do so by emergency responders.
If you cannot safely exit your apartment or the building, call 911 and building security-tell them your address, floor, apartment number and the number of people in your apartment

Hazardous Materials

Any incident involving potentially hazardous materials, chemicals or bodily fluids is disruptive and may pose a safety threat to the College community. MMC Facilities, Campus Safety, and other qualified College professionals will work to safely mitigate any such incident. Restoration of services will be resumed as quickly as possible to ensure a safe environment for the College community.

Directives for the MMC Community

Upon discovering a spill or having been exposed to a potentially hazardous material (chemicals, blood, etc.), members of the MMC community should:

1. Notify Campus Safety immediately. Be specific about the nature of the involved material and the exact location of occurrence.
2. Evacuate the area and offer assistance to others as needed.
3. Attempt to seal off the area to prevent further contamination or injury. This can be as simple as closing a door.
4. Do not allow anyone to enter the contaminated area.
5. Do not step in, touch, or attempt to clean up any spills. Avoid inhaling fumes, gases, or vapors.
6. If a substance makes contact with your skin, flush the affected area with running water for at least 15 minutes.
7. Anyone that has had contact with the substance should stay together in a safe, isolated area.
8. Affected areas of the building may be sealed off to prevent injury. If Campus Safety initiates an evacuation of your area or the entire building follow normal evacuation procedures.
9. Do not return to an evacuated area unless authorized by Campus Safety.

Major Threat or Emergency Incident in NYC

A major incident in New York City or the tri-state area such as a terrorist related incident, a nuclear, biological, chemical or radiological release, or even a severe health emergency will significantly impact communications, utilities and transportation within the New York City area.

MMC has access to various emergency management officials and offices within NYC and will obtain current information to help keep everyone informed. MMC will comply with directives given by public officials in the event of such an incident. Depending upon the severity of the situation a determination may be made to have the campus community Shelter in Place or evacuate.

Directives for the MMC Community

In the event of a significant emergency the gathering of information is critical.

1. Turn on a radio or TV to any local news station for current news.
2. If you are at the campus or in a residence hall, stay alert for information and directives from MMC including *Connect-ED* notifications.
3. MMC will provide all available information to the MMC community including information on class cancellations or the closing of the College.
4. Depending on the specifics of the emergency the first important decision is whether to shelter in place or evacuate. Use common sense and all available information to determine if there is immediate danger. MMC will advise a suggested course of action based on local government recommendations.

Shelter in Place

Whether at home, MMC or elsewhere, there may be situations when it is best to stay where you are during an emergency. Shelter in Place means to stay indoors because of dangerous conditions outside the building. This unsafe condition could be due to environmental issues, falling debris, utility emergencies or other unsafe conditions.

1. MMC will broadcast a direction to Shelter in Place via the *Connect-ED* emergency notification system. If necessary, this message will instruct those en-routes to avoid the College campus or residence halls and to seek shelter.
2. Everyone should proceed to a classroom, office or other similarly protected area.
3. Turn off air conditioners and ventilation systems. Close all windows.
4. Stay alert for current news and official instructions.
5. Do not open windows or doors. Remain in protected areas until advised by government officials or a *Connect-ED* message.

Evacuating (Getting Away)

There may be conditions under which you will decide to evacuate or are ordered to leave. Plan how you will assemble with your family or friends and anticipate where you will go. Choose several destinations in different directions so you have options in an emergency. Assure family and friends have emergency contact phone numbers readily available.

If Instructed to Evacuate

- Stay alert for current news and official instructions.
- Gather valuables, identification and any personal items you may need, including:
 - Medication
 - ID, cash, credit cards, cell phone
 - Blanket or sleeping bag
 - Appropriate clothing and personal hygiene items
- Within NYC vehicle traffic will experience significant gridlock conditions. Consider walking or taking public transportation.
- If you are in a vehicle close the windows and air vents and do not operate the air conditioner.
- Leave the city by routes designated on news broadcasts. You may be advised to go directly to the home of a friend or relative or to stop at a public reception center or temporary shelter.

Medical Emergency

Everyone at MMC needs to know how to respond to a medical emergency. A medical emergency occurs when a person needs assistance because he or she is ill or injured. If you become aware of a person who needs medical assistance contact Campus Safety immediately at x411 (212-517-0411).

Directives for the MMC Community

1. If you become aware of someone that is ill or injured contact Campus Safety immediately at x411 (212-517-0411).
2. **Call Campus Safety and 911 if:**
 - The person has lost consciousness
 - The person cannot breathe
 - The person has chest pains
 - The person has a severe injury
3. Provide the following information when calling:
 - Your location
 - What happened
 - How many people are sick or injured
4. Stay with the person(s) if possible. Keep them still and comfortable until help arrives.
5. Do not move the person unless he or she is at risk of further serious injury.
6. If conscious and oriented, an individual can make decisions for their own health care needs. If unconscious, these decisions will be made by the professional medical service personnel on the scene. Non-certified individuals should not provide medical care.

Suspicious Packages

Suspicious packages can pose a serious danger to the MMC Community. If you ever observe or receive a package or letter that you believe is suspicious or questionable, **immediately contact Campus Safety at x411 (212-517-0411)**.

Directives for MMC Community

1. If you become aware of a suspicious or unusual package, letter or object, do **NOT** touch it, open it or disturb it.
2. Do **NOT** carry the item to other areas or show it to other people.
3. If anything spills out of the package, **do not attempt to clean it up**.
4. Isolate the package by having everyone leave the room. Close and lock the door, if possible, and evacuate the area.
5. Avoid using portable electronic devices (radios or cell phones) when dealing with any suspicious package incidents.
6. **Contact Campus Safety at x411 (212-517-0411)**.
7. Wait for further instructions or information from Campus Safety and/or College personnel.
8. If at any time a decision is made to evacuate the building the MMC community will be advised to follow standard evacuation procedures and exit in a calm and orderly fashion. Building occupants will report to building assembly areas (Main Campus: 71st and 72nd Streets at 2nd or 3rd Avenues; 55th Street Residence Hall: 55th Street at 2nd or 3rd Avenues) and await further instructions.
9. Do not re-enter the building until advised to do so by Campus Safety.

Utility Emergency

Loss of power or other building mechanical systems are disruptive and may pose a safety threat to the College community. The MMC Facilities Department will work to provide restoration of services in the event of any disruption of normal services, within the shortest possible time, and to ensure a safe environment for the MMC community.

Directives for the MMC Community

Be aware of and report any of the following conditions to Facilities or Campus Safety immediately:

1. Strange sounds, leaks, odors or other unusual occurrences.
2. The loss of electricity or dimming or flickering of lights.
3. If you smell gas, smoke, other harsh odors, or there is the presence of excessive heat.
4. Any water leak or sounds of running water that is not routine.
5. If there is a flood, stop using all electrical equipment immediately.
6. The Facilities Department and Campus Safety will immediately inspect the affected area(s) to determine the cause and possible duration of the problem.
7. Affected areas of the building may be sealed off to prevent injury. If Campus Safety initiates an evacuation of your area or the entire building follow normal evacuation procedures.

Elevator Emergency

1. If you become trapped in an elevator attempt to contact security by using the emergency alarm, telephone or speaker located on the elevator control panel (if available). If you cannot contact help this way, use a cell phone or shout for help.
2. Remain calm and wait for assistance.
3. Do not attempt to force open the elevator door or otherwise leave the elevator car.

Lockouts

1. If you are locked out of your office or locked within a room or office notify Campus Safety for assistance.

Violent, Disruptive or Criminal Behavior

Incidents of violence can occur on campus, in our workplace or at a residence hall with little or no warning. The entire MMC Community shares the responsibility of keeping our campus safe by being alert to criminal or suspicious behavior. Any form of violent, destructive or criminal behavior must be immediately reported to Campus Safety.

Directives for the MMC Community

1. If you become aware of any act of violence, disruptive or criminal behavior, or if an individual is acting in a suspicious or threatening manner on campus, contact Campus Safety immediately x411 (212-517-0411). If you are off campus call 911.
2. If an individual is acting in a disruptive or disorderly manner in a classroom setting faculty members are to document the incident and refer the matter to the Vice President for Student Affairs and Dean of Students. If a faculty member feels uneasy or if an individual's behavior is threatening or menacing in any manner, *contact Campus Safety immediately*.
3. MMC strongly condemns any acts of violence at the College or in the workplace. Employees have a responsibility to promptly report any threats or incidents of workplace violence. All employees of MMC should be familiar with the policy in the Employee Handbook covering violence in the workplace.

If You are the Victim of a Crime

1. On campus: call Campus Safety immediately. Off campus: call 911 immediately.
2. Be observant to the physical description of the person.
3. Do not resist in an attempt to retain your property – *your safety is paramount in any encounter*.
4. Run and scream if possible to attract attention and get help.
5. Never put yourself or another in a dangerous situation. Know where it is safe to be and where you can go to get help.

Weather Emergency

Severe weather conditions can adversely affect operations at MMC. The College administration monitors weather forecasts to ensure the College is prepared to respond to projected weather conditions and make informed recommendations about delayed openings or early dismissals.

MMC Community

1. If adverse weather is predicted for New York City and surrounding areas procedures are in place to evaluate the likely affect on the campus, residence halls and access routes to and from MMC. The College may choose to close or delay normal operations in whole or in part.
2. If possible the decision to close or delay day classes will be made before 7:00 AM and evening classes before 2 PM. The decision to cancel classes may be made at any time during the day as conditions warrant. If adverse weather affects the campus during normal business hours information will be supplied through department supervisors and email notices. If adverse weather impacts MMC outside of normal business hours the MMC community should monitor radio and television stations for current weather conditions and obtain information about college closings and delays.

MMC Information Line – 212-517-0400

MMC Website – www.mmm.edu

Connect-ED - In the event of a weather emergency MMC's emergency communication system will be utilized to notify the college community via text message, email and voicemail about the status of college operations.

MMC urges you to register with *Connect-ED* so you can be contacted if necessary. Your phone numbers and email addresses can be added or updated online by accessing the MMC Portal on the College website.

TELEVISION STATIONS

NBC Channel 4



**OFFICE OF ACADEMIC AFFAIRS
USEFUL INFORMATION FOR STUDENT SYLLABUS
(8/2018)**

Here is a list of various items to include on your syllabus:

1. General information

- Course name and number (department code, course number, section number, for example PHIL 101.01)
- Meeting times and room number
- Instructor's name and mmm.edu address
- Instructor's office hours

2. Course Description

Include the course description from the MMC Catalogue (available on the MMC website, <http://www.mmm.edu/offices/academic-advisement/academic-catalogue.php>).

3. Student-Centered Learning Goals

Departments have developed these goals for each course, which focus on what students should be able to do as a result of successful completion of this course. You must include the assigned goals as stated by the department (ask your department chair if you do not have these learning goals); you may also add additional learning objectives of your own if you wish.

Learning Goals for COMM 400

By the end of the semester, students should:

- Be able to critically assess the impact of new technologies on society.
- Understand the impact of media conglomeration and how new regulations will impact society.
- Understand the interconnectedness of media systems, including the effects of American media abroad as well as the effects of globalization on local media.
- Have first-hand experience exploring new technology.
- Have completed extensive research and gained a special knowledge of a particular contemporary issue about phenomenon within society.
- Developed your critical analyses skills, research skills, and have increased your interest/knowledge of our changing media environment.

4. Evaluation Criteria

How will you assess the degree to which the student has achieved the learning goals? Some methods that provide direct evidence of student learning include the following:

- Projects, papers, presentations, portfolios
- Performance
- Pre- and post-tests, exams, quizzes
- Participation in classroom learning activities

5. Method of Grading

How will the student be graded in the course? Please match the grade weights to the evaluation criteria. For example, if you include "Participation in classroom learning activities" as part of the grade, quantify as much as

possible so it is clear how the student's performance in this category will be measured. Be specific as to what percentage of the grade will be calculated for each activity measured.

6. Topics/Assignments

Include a list of topics and assignments by class meeting or by the week. List due dates for all assignments.

7. Attendance Policy

Some departments/programs have unified attendance policies. Check with your department chair/program coordinator. If this is not the case for the department in which you are teaching, articulate your attendance policy. In developing your policy, be sure to review the college's General Attendance Policy <https://www.mmm.edu/offices/academic-advisement/academic-standards-amp-practices.php>, paying particular attention to non-attendance due to religious observance, pregnancy or related conditions, and military service. You could include this link on your syllabus and tell students that they should review this college-wide policy.

The Academic Policy Committee recently approved the following syllabus statement pertaining to student absences related to pregnancy, childbirth, and religious observance. **Please be sure to include it on all of your syllabi:**

"My attendance policy is (fill in the blank). Please note, however, that students will not be penalized for religious or pregnancy – or childbirth-related absences. Absences for these reasons will not be counted toward the allowed number of absences in this course. Please inform me about absences related to pregnancy, childbirth, or religious observation."

8. Textbooks and other required materials

List all required textbooks and other course materials. You may order books at Shakespeare & Company (Lexington Ave. at 68 Street): http://www.shakeandco.com/shake_trade/home_page.php

You can also place materials on reserve in the MMC Library and post materials on Blackboard. Note in your syllabus where students can locate these materials. You are also required to post your book list using the "Submit Textbooks" link on the Faculty Dashboard.

9. Academic Honesty Policy

Include the following statement on your syllabus:

Academic Honesty:

MMC fosters an academic community where students and faculty work together to create a learning experience that imparts knowledge and forms character. To achieve this, the College requires all members of the community to adhere to the policy of Academic Honesty that can be found in the Student Handbook, the College Catalogue and on the College website (<https://www.mmm.edu/offices/academic-advisement/academic-standing-policies.php>).

You could include this link on your syllabus and tell students that they should review this college-wide policy.

10. Statement on accommodations for students with disabilities

Include the following statement on your syllabus:

Accommodations for Students with Disabilities:

Students with disabilities (learning, physical, or psychological) who require reasonable accommodations or academic adjustments for a course must be registered with the Office of Disability Services or enrolled in the Academic Access Program. With a student's permission, faculty members are notified each semester by CONFIDENTIAL email that a student with documented disabilities is in their class and is eligible for accommodations. If a student has questions regarding the Office of Disability Services or wants to obtain accommodations, please have them contact Diana Nash, Director of Academic Access & Disability Services, Room 500 Carson, 5th floor Main Building. dnash@mmm.edu or 212-774-0724.

11. Tips for success (optional)

Include here any tips on how students can be successful in your class.

Faculty-Led Travel Course

Approval Procedures/Process/Timelines

Overview

Marymount Manhattan College encourages faculty to design and implement Faculty Led Travel Courses (FLTC), both domestic and abroad, across the breadth of the curriculum. Marymount recognizes that these courses provide opportunities for student to link course content with travel for an invaluable educational experience.

In designing and planning a FLTC, the faculty should try to ensure that:

1. the proposed structure of the program, as measured by timing, length and program cost, is in the best interests of the participants;
2. the program is academically sound and will provide each participant significant opportunities for learning.
3. all internal approvals, including the curriculum committee (if needed), the Divisional Chair and the Vice-President for Academic Affairs are obtained
4. the program will allow the participants opportunities to explore the cultural, intellectual and social features of the location(s) visited.
5. the location of the program will not pose unreasonable threat or jeopardize the safety and well-being of the participants.

Careful planning for these courses is important to not only provide a rewarding academic, cultural, and social experience for the participants but also to avoid the risk of liability to Marymount Manhattan College and its employees. The Office of the Vice-President of Academic Affairs works closely with the Division Chair and the Coordinating Professor(s) to plan these programs in order to provide students with the opportunity to participate and succeed in FLTC.

Faculty-Led Travel Courses can last anywhere from 2 days to up to 3 weeks. They are distinguished from field trips in that they typically involve planning for both transportation and lodging. The policies and procedures contained within this document have been designed to provide clear and consistent procedures for all MMC faculty planning a Faculty-Led Travel Course.

Proposal Review Process

The Coordinating Professor(s) are required to submit a Program Proposal prior to the course being placed in Colleague for student registration. The procedure for submitting the proposal is outlined below:

1. The program proposal should be prepared and submitted to the Division Chair where the course is housed at least 10 months prior to the start of the session/term when the course will run.
2. The proposal will include:
 - a. Name of the course
 - b. Course description

- c. Draft of course syllabus
 - d. Semester in which the course will be offered
 - e. Travel location(s)
 - f. Tentative travel dates
 - g. Names of coordinating professors
 - h. Credit-structure
 - i. Preliminary budget data
3. After reviewing the FLTC Proposal, the Division Chair may elect to meet with the faculty member to further refine the proposal or forward the proposal directly to the Director of Academic Administration (DAA) for review and approval
 4. The Assistant Dean for Academic Administration will review the proposal for logistical, legal, and budgetary issues. The Assistant Dean may consult with other College administrators where necessary when reviewing the proposal. If the trip will involve international travel, the DAA will ask the MMC Study Abroad Coordinator review the proposal. If additional clarifications are needed, the Assistant Dean will coordinate a meeting with the Coordinating Professor and the Divisional Chair.
 5. Upon review and approval by the Assistant Dean, the proposal will be forwarded to the VPAA for review and approval.
 - a. If approved, the VPAA (or designee) will inform the faculty member of such approval and copy the Divisional Chair.
 - b. If the proposal does not meet the established criteria, recommendations will be made for changes and the proposal will be sent back to the Coordinating Professor(s) and Divisional Chair for modification.

Faculty-Led Travel Course: Process Timeline

Step	Time Frame
Submission of Proposal Division Chair for approval	At least 10 months prior to start date of the session within which the travel will occur
Division review of the proposal	Up to 1 month
VPAA Office review of the proposal	Up to 2 weeks
Approval/Denial of the proposal the VPAA	Up to 6 weeks after receipt of proposal
Student Application for FLTC Available	Start of registration period for session within which the travel course will take place
Selection of travel agency and on-site coordinator vendors	6-8 months prior to start date of session within which the travel course will occur
Student Application deadline	End of formal registration period for that session
Faculty member advises student they are approved to register for the course	No later than two (2) weeks after the application deadline
Faculty member provides CSS with a list of students approved for the FLTC	No later than two (2) weeks after the application deadline
In-person Registration for FLTC, with 50% of course fee due at registration – paid at Center for Student Services (CSS),	Must be before any MMC payments due to vendors
Final payment (50% remaining balance) due – paid at CSS	Must be before any MMC payments due to vendors

Distribution of Final Itinerary and course syllabus to students	1 month prior to departure date
Conduct student orientation	1 month prior to departure
Finalize travel roster and distribute with contact information to key parties	1 month prior to departure date
Issuance of MMC credit card for faculty use	2 weeks prior to departure date

Policies

1. Each Faculty-Led Travel Course must be led by at least one Coordinating Professor who is a full-time member of the MMC faculty and who will remain with the program throughout its duration.
2. **Faculty-Led Travel Courses that will travel to international destinations must have two (2) Coordinating Professors who will remain with the program throughout its entire duration.**
3. Program participants must be at least 18 years of age and be full-time MMC students.
4. Spouses and children (who must be at least 18 years of age) of Coordinating Professors may travel with the program on a voluntary basis and will have no responsibility on behalf of MMC other than # 8 below. Marymount Manhattan College will not be responsible for any of the travel and/or other costs associated with these individuals.
5. Minor children of Coordinating Professors may not travel with the group.
6. All students who participate in international programs must have health, medical evacuation insurance and repatriation insurance that covers them while in a foreign country. All students who do not have adequate health coverage that covers them outside of the United States must purchase the study abroad group health insurance policy offered by MMC's student health insurance provider.
7. All students enrolled in a FLTC will pay the current MMC tuition rate and the specified course fee. Students may not register for the course for 0 credits.
8. Non Students who enroll in a FLTC are required to pay for at least 1 credit of tuition at the prevailing MMC per/credit tuition rate for the semester within which the course will be offered.
9. MMC Alumni who enroll in a FLTC are required to pay for at least 1 credit of tuition at the prevailing MMC per/credit tuition rate for alumni for the semester within which the course will be offered.
10. Fees for program expenses will be established when the proposal is submitted.
11. All payments to agency vendors will be collected by MMC. MMC will then pay these vendors.
12. Coordinating Professors are required to work with commercial travel agency or program providers in making travel and logistical arrangements for the duration of the course.
13. Advertising and marketing for all FLTC will emphasize the instructional nature of the program.
14. The Office of the Vice-President for Academic Affairs, in consultation with other key MMC offices and the Coordinating Professor(s) will decide if any FLTC shall be cancelled or terminated early because of a crisis or emergency.
15. All existing MMC student policies and procedures apply for the duration of the FLTC. The Office of the Vice-President for Academic Affairs, in consultation with the Divisional Chair, Department Chair, and Coordinating Professor(s) may require that a student return home before the scheduled end of the program for good cause such as illness, disruption of activities, alcohol or drug use, involvement in illegal activities or violation of other MMC student policies.

16. In the event of any emergency or crisis situation that arises during the trip, the Coordinating Professor(s) will first attempt to notify the Divisional Chair for the sponsoring department as soon as reasonably possible. In the event the Divisional Chair cannot be contacted, the Director of Academic Administration should be notified. The emergency notification chain for FLTC programs is as follows:
 - a. Division Chair
 - b. Assistant Dean for Academic Administration
 - c. Vice-President for Academic Affairs
 - d. College President (if warranted)

17. All contracts and agreements for services, equipment, lodging and other program-related expenses must be reviewed and approved by an MMC employee with appropriate contracting authority and must be processed based on current MMC policies and procedures.

Budget Planning

Note: To assist the Coordinating Professor(s) in developing the budget, the FLTC Template contains a budget worksheet template (See Tab-4).

The program budget is an indicator of the feasibility and affordability of the program. Coordinating Professors are responsible for identifying all obvious participant costs and for developing the highest quality program at the lowest possible cost to the students. In planning a FLTC, Coordinating Professors should take into consideration the costs that a student will incur in the course of the trip. They will include tuition, transportation and lodging, meals and in all likelihood spending money.

Budget planning is critical to the success of the program and requires sufficient lead time to obtain approval. Once a Course Fee has been established and associated to the course in Colleague, it cannot be increased to cover enrollment shortfalls or other unanticipated costs. MMC policy does not permit the use of College funds to meet any revenue shortfall. As such, budget planning must be completed at the time the FLTC Proposal is submitted for approval. The Director of Academic Administration (and the MMC Study Abroad Coordinator for international programs) will work with each Coordinating Professor to develop a budget viable for the program.

Developing the Course Fee

All funds relating to any aspect of the FLTC must be handled in a manner consistent with MMC policies and procedures. Using the worksheet provided, the program budget must include all obvious travel course expenses so that an accurate course fee can be established. Program budgeting will be completed for the following:

- **Tuition:** Monies collected from tuition (based on the number of credits each students registers for) will be collected as per existing MMC registration and student finance policies

- **Course Fee:** All non-tuition costs for each FLTC will be paid for using a course fee. Students registered for the FLTC will be assessed a course fee to cover all non-salary related MMC expenses. This can include transportation and lodging costs, site and event fees such as entrance to

museums and other cultural venues visited by the class. Course fees will also cover all Coordinating Professor(s) expenses for the duration of the trip. Course fees should also include a 10%-25% contingency fee, payable by all students that will assist MMC in addressing any unforeseen expenses.

- After the conclusion of the FLTC, and after a final accounting reviewing any unused course fees will be refunded to the participants based on existing MC policies for the semester within which the FLTC ran.

Determining Tuition Costs

The tuition cost for each student will be determined by multiplying the number of credits registered for by the student times the prevailing MMC per credit tuition charge

Determining the Course Fees

In determining Course fees, Coordinating Professors must set the fee with the understanding that **(a) once established it cannot be increase and (b) MMC cannot cover any expense-related shortfalls**. If after completion of the course, additional funds remain in the program account, MMC will recalculate the course fee and refund any surplus to the students.

In calculating the course fee, the Coordinating Professor(s) should include:

1. Student Costs:
 - a. All airfare and airport transfers to and from each destination location
 - b. All lodging costs at each point of stay for the duration of the trip
 - c. All cultural and other excursion admissions and ticket costs cost that the Coordinating Professor(s) will pay for as a group
 - d. All meal costs that the Coordinating Professor(s) plans to pay for as a group
 - e. All in-country transportation costs the Coordinating Professor(s) plans to pay for as a group
2. Coordinating Professor Costs (for each coordinator)
 - a. All airfare and airport transfers to and from each destination location
 - b. Local transportation/parking cost incurred for travel to/from the airport, including mileage, if personal automobile is used
 - c. All lodging costs at each point of stay for the duration of the trip
 - d. Cultural/excursion admissions and/or ticket costs for each Coordinating Professor
 - e. Meal costs for each Coordinating Professor

Financial Controls/Accounting Policies

Authority to Sign Contracts

Contractual agreements will be required for travel, lodging and tour guides. Some of these may be for large amounts of money. All contractual agreements and or other financial commitments must follow established MMC procedures. Additionally, contractual agreements will require review and approval by

the Director of Academic Administration, the VPAA and the Controller before they will be finalized. Coordinating Professors are not authorized to sign any contractual document.

Collection of Course fees

Coordinating Professors *are not permitted* to collect any course fees directly from students. Additionally, students may not pay any travel, lodging, or other expenses directly to 3rd-party vendors. All course fees must be collected by the Center for Student Services (CSS) based on the timeline established in the FLTC proposal submitted by the Coordinating Professor and approved by MMC.

Pre-Payment of Program Costs

In most instances, it will be the desired policy of MMC to pay all program-related costs in advance of the trip's departure date. All airfare and lodging costs must be contracted, approved and be fully paid prior to the trip's departure using both purchase orders and check requests and in accordance with MMC policies and procedures.

Cash Advances

Where budgeted program costs cannot be pre-paid prior to the trip's departure, the Coordinating Professor(s) may request a cash advance. The advance must be approved by the Divisional Chair, the DAA and the VPAA. Coordinating Professors will be responsible for collecting all receipts while traveling and for the reconciliation of all accounting related to any cash advance upon return. The cash advance must be fully accounted for within ten (10) business days after the course has concluded following existing MMC procedures.

MMC-Issued Credit Card

For international trips, MMC will issue a time-limited credit card for use by Coordinating Professors in the event an emergency situation arises. Coordinating Professors will be responsible for accounting for all expenses charged to this card within ten (10) business days after the date of return. Coordinating Professors are responsible for collecting all receipts and invoices for charges made to this card during the trip.

**Marymount Manhattan College
Acknowledgement, Waiver and Release Policy**

College Policy: MMC requires a student to sign a liability waiver when attending college sponsored activities where transportation is provided or other activities deemed appropriate by the College. Such activities might include, but are not limited to, off-campus trips, sporting events and overnight activities.

Student Name: _____

Date of Event: _____

Event: _____

The undersigned, a student at Marymount Manhattan College (the "College") in consideration of the opportunity to participate in the above-captioned Event for which the College has arranged, hereby acknowledged, certify and agree:

1. I am over eighteen (18) years of age.
2. I am attending the Event voluntarily.
3. I understand and agree that although faculty and staff of the College may be attending the Event, they have no obligation to supervise my activities and have no responsibility for the same.
4. Students are expected to adhere to all College policies and procedures as set forth in the College Catalogue and the Student Handbook.
5. TO THE FULLEST EXTENT PERMITTED BY LAW, I HEREBY RELEASE THE COLLEGE, ITS FACULTY, STAFF AND EMPLOYEES, FROM ANY AND ALL LIABILITY, LOSSES, COSTS AND EXPENSES FOR INJURY OR DAMAGE TO PERSONS OR PROPERTY THAT I MAY SUFFER OR INCUR AS A RESULT OF MY PARTICIPATION IN THE EVENT AND WAIVE ANY RIGHT TO MAKE ANY CLAIM AGAINST THE COLLEGE FOR DAMAGES OR OTHERWISE BASED ON, ARISING OUT OF OR RELATED TO THE EVENT OR MY PARTICIPATION THEREIN, EXCEPT FOR ACTS ARISING OUT OF THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF THE COLLEGE.
6. I understand that my signing this Release is a material inducement to the College to permit me to attend the Event.

Signature: _____

Print Name: _____

Date: New York, New York, as of _____

APPENDIX C

Appendix C

<u>Handbook Section</u>	<u>Appendix#</u>	<u>Item</u>
C	1.00	Permission Form for Foreign Language Exams
C	2.00	Permission Form for Non-Language Exams
C	3.00	Permission to Take Course at Another Institution
C	4.00	PLA Application Form
C	5.00	PLA credit Submission Form
C	6.00	Grade Waiver Petition Form
C	7.00	Grade Change Form
C	8.00	Hunter Consortium Agreement
C	9.00	Pace Consortium
C	10.00	Independent Study Approval Form
C	11.00	Catalog Change Petition Form
C	12.00	Maintenance of Matriculation Form
C	13.00	Pass-Fail Request
C	14.00	Pre-Requisite Waiver Form
C	15.00	Course Overload Request Form
C	16.00	Faculty Advisor Change Request Form



MarymountManhattan

Office of Academic Advisement

Permission Form for Foreign Language Credit Exam (CLEP/CPE/DANTE/NYU Exams)

Instructions for Students:

- Upon approval, leave the original form with the MMC Registrar, bring a copy to the examination center and retain a second copy for your records.
- Have the examining body send an official transcript of your results to:
**The Center for Student Services,
Marymount Manhattan College
221 E. 71st Street,
New York, NY 10021**

Name of Student

has permission to take the following examination(s) for MMC credit:

Foreign Language (Please select one)	Language	MMC Equivalent
<input type="checkbox"/> CLEP Level 1		
<input type="checkbox"/> CLEP Level 2		
<input type="checkbox"/> NYU Language Proficiency Exam		

I understand that it is my responsibility to ask the examination agency to send an official transcript of my test score to the Center for Student Services and that credit will be granted for the above examination(s) only if the scores earned meet the recommended credit-granting ACE scores which are acceptable to MMC. I understand that, as stated in the current MMC catalogue, a student may be awarded no more than 30 credits for prior learning (including CLEP, NYU Language Exam, CPE, and approved PLA). These credits do not count towards the 30 credit MMC residency requirement and/or the 12-credit residency requirement in a student's major or graduation honors and my not count towards the AIP requirements. I also understand that the total credits in a single foreign language cannot exceed twelve, including course work already taken or transferred into MMC. I also understand that Foreign Language Exam Credits may not count at the 300-400 levels.

Date

Student's Signature

Approval Granted:

Date

Dean of Academic Advisement & Student Retention

INDEPENDENT STUDY CERTIFICATION AND CONTRACT

Instructions:

1. Submit a Program Change Form signed by your faculty advisor to the *Center for Student Services* (Lower Level, Nugent Building), adding the course *ISD*999.01*
2. Fully complete and submit this **Independent Study Certification and Contract** to the *Office of Academic Affairs* (8th Floor, Main Building) by the end of the Program Change Period.

SECTION ONE: Independent Study Description

(to be completed by student in consultation with Faculty Sponsor)

Name: _____ Student ID No: _____

Major: _____

Faculty Advisor: _____

Faculty Who Will Supervise the Project: _____

COURSE ASSIGNMENT

Department: _____ LEVEL OF STUDY: 200-level (29X) 300-level (39X)* 400-level (49X)
*(must be at least 300 level for those satisfying upper-level course requirement)

Term/Year: FA JA P SUM I SUM II _____

Number of Credits: _____ (INDEPENDENT STUDIES ARE GENERALLY NOT APPROVED FOR OVER 3 CREDITS)

The regulations of the Commissioner of Education of the State of New York require that for a given semester a minimum of 45 hours of study be completed for each credit earned in addition to at least four regularly scheduled meetings with the faculty sponsor.

Independent Study Course Detail

1) Please state why the Independent Study is to be taken.

2) List course work and other activities that have prepared the student for this work.

3) Describe the theme and scope of the study/project: (IN ADDITION, ATTACH A DETAILED SYLLABUS/OUTLINE AND BIBLIOGRAPHY/READING LIST)

4) What will be produced as a record of this independent study, and how will each part be weighted in grading? (E.g., 20 pg final paper, 50%; 10 2pg response papers, 50%)

SECTION TWO: Independent Study Eligibility Criteria

(to be completed by the student and reviewed/signed by the student's Faculty Advisor)

Eligibility Requirements:

The student must have:

- 1) Declared a major MAJOR: _____
- 2) Completed at least 30 credits at MMC TOTAL # OF CREDITS EARNED: _____
TOTAL # OF CREDITS EARNED AT MMC: _____
- 3) Achieved a cumulative GPA of at least 3.00 CUMULATIVE GPA: _____

Certification:

(to be completed by the student's Faculty Advisor)

Student Meets Criteria Student Does Not Meet Criteria

I certify that the student, _____ meets the eligibility requirements specified above.

Signature of Faculty Advisor _____ Date _____

Contract

A. Between Student and Faculty Sponsor

I, _____ (print student name), agree that I will conscientiously carry out the responsibilities associated with the Independent Study for which I am registering. I understand that upon successful completion of this Independent Study, I will be evaluated by my faculty sponsor, who will then issue a grade based upon his/her combined evaluation of my work.

Student's Signature _____ Date _____

I, _____ (print faculty sponsor name), agree that I will supervise the Independent Study of the above named student for the duration of the semester; supervision will include at least four regularly scheduled meetings with the student to discuss the progress of the student's research and to review the student's work in all stages through the completion of the project described in the Contract.

Faculty Sponsor's Signature* _____ Date _____

* *Adjunct faculty may not sponsor Independent Studies.*

B. Between Student and Marymount Manhattan College

I, _____ (student), take full responsibility for the completion and submission of my Independent Study Contract by the deadline date for such submission, which is set forth in the most recent MMC course bulletin. I understand that failure to submit the completed and signed Contract on time to the Office of the Associate Dean for Academic Affairs will have the following results:

1. My registration for the Independent Study will be dropped, reducing my credit load, thereby affecting my financial account with the College;
2. My registration for the Independent Study will not be reinstated; and
3. I will be charged a Program Change fee of \$30.00

Student's Signature _____ Date _____

Signature of Division Chair
of Sponsoring Division _____ Date _____

Signature of Associate Dean
for Academic Affairs _____ Date _____

C11

Form Removed



Maintenance of Matriculation Application
SUBMISSION DEADLINE DATE FOR FALL: October 15, 2018

Student Information

Form with input fields for First Name, MI, Last Name, Student ID, Student Contact Info: Phone, and Email address.

Special Note: If you are pre-registered for the subsequent term or currently registered for the term you wish to maintain matriculation, you are required to contact the Office of Academic Advisement to officially withdraw from MMC. Filing for maintenance of matriculation is not an official withdrawal for the term.

Education Information

Form with input fields for Degree/Major, Concentration or Minor, Catalog Year, and Cumulative GPA.

I request registration for Maintenance of Matriculation for the [] Fall [] Spring term(s).

Table with 4 rows of questions and Yes/No columns for matriculation conditions.

Student Signature _____ Date _____

Dean's Signature _____ Date _____

NOTE: IF YOU CHECKED "NO" IN ANY BOXES ABOVE, YOU CAN NOT MAINTAIN MATRICULATION

Office Use Only

- Checkboxes for approval status and reasons for non-approval: cumulative gpa < 2.00, disciplinary action, F-1 Visa, deadline, other institution, consecutive terms limit.

Processed By: _____ Date: _____



Marymount Manhattan

Pass/Fail Option Request

--	--	--	--	--	--	--	--

MMC ID Number

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Last Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

First Name

--

MI

TERM/YEAR:

Fall _____ January _____ Spring _____ Summer I/II _____

I request permission to take the following course(s) on a **Pass/Fail** basis. I understand that in order to receive the grade of **P** (Pass), I must satisfactorily complete all course requirements.

--	--	--	--	--	--

Department

--	--	--

Number

--	--

Section

Title

--	--	--	--	--	--

Department

--	--	--

Number

--	--

Section

Title

Note:

1. Only students who have completed 60 credits (including transfer credits) may apply for this grade.
2. Pass/Fail Option is applied to only courses taken as electives and not to courses intended to fulfill degree requirements, including general education, courses in major, minor or a certificate program, independent study and internships.
3. Students on probation may not apply for this option.
4. No more than one course in a term and no more than 4 courses or 12 credits (whichever is fewer) in total can be taken on a Pass/Fail basis.
5. The Registrar has final approval as to whether or not a course can be taken as Pass/Fail. Present this form to the Center for Student Services by the **last day to add a course for the given semester.**

Student Signature

Date

Office Use Only:

Student has at least 60 cumulative credits

Y N

Student is not on probation

Y N

REGISTRAR APPROVAL



MarymountManhattan

Office of Academic Advisement

Request for Course Overload

This request must be submitted with your registration form at the time you register.

MAXIMUM COURSE LOAD

Fall/Spring Semester: 18 credits Summer Session: 6 credits January Session: 3 credits

STUDENT'S NAME: _____ MMC ID#: _____

Please print clearly

SEMESTER: _____

COURSE LIST

CREDITS

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |

TOTAL CREDITS: _____

APPROVAL

I have met with the above-named student. I believe that s/he is capable of successfully completing the program specified above. I would recommend that approval be granted for extra credit.

REASON FOR REQUEST:

FACULTY SPONSOR SIGNATURE: _____ DATE: _____

APPROVAL FOR MORE THAN 18 CREDITS ALSO REQUIRES SIGNATURE OF DEAN OF ACADEMIC ADVISEMENT & STUDENT RETENTION

Dean of Academic Advisement & Student Retention

Date

GPA: _____



MarymountManhattan

Office of Academic Advisement

Faculty Advisor Change Request Form

Name _____ Date: _____

Student ID: _____ Phone Number: _____

Current Major _____

Current Faculty Advisor _____

New Faculty Advisor: _____

Reason for request:

Student Signature: _____ Date: _____

Approved Signatures

Department/Division Chairperson: _____ Date: _____

New Faculty Advisor: _____ Date: _____

C2

Form Removed



MarymountManhattan

Permission to Take Courses at Another Institution Form

Instructions:

- Bring the course description/**syllabus** to the appropriate department whose signature is required.
- An official transcript of your grades must be requested and sent to the Center for Student Services at Marymount Manhattan College when you have completed your course(s).
- Do not register for courses until permission is approved by **all** parties.

Please Note the following policies:

- Typically, MMC does not give permission to take courses at institutions that are not accredited by the regional agencies of the United States Commission on Higher Education (USCHE).
- MMC does not accept 100/200 level courses taken at another institution to substitute for 300/400 level courses.
- In order to fulfill an AIP requirement, courses taken at another institution must be at the 300-college level or higher.

Are you a graduating senior? Yes No

If YES, note that if you are taking classes outside of MMC to fulfill outstanding requirements, you are required to include proof of registration for those specific classes when you submit your signed form to the Center for Student Services. If you will have outstanding requirements at the end of the spring semester (6 credits or fewer) and want to participate in the Commencement Ceremony, you must submit the Special Request for Permission to Participate in Commencement Ceremony form by May 1st.

Name: _____ Student ID No:

--	--	--	--	--	--	--	--	--	--

Name of Institution: _____

City & State: _____ Country (if outside US): _____

Course Information and Departmental Approval: Indicate semester and year you will be attending:

Fall _____ Jan _____ Spring _____ Sum I _____ Sum II _____ Other (Specify): _____

Is this an on-line course? If so, when do you plan to begin the course? _____

A. To Be Completed by Student				B. To Be Completed by Department and/or Division Chair			
Dept.	Course #	Course Title	Credits	MMC Course Number*	Department Chair Approval	AIP Designation (CP, EP, IP, NP, REP, UP)	If AIP Substitution, Division Chair Approval

Disclaimer: I understand that the College reserves the right to not award credit, if the institution is unaccredited and/or if the course taken at the other institution is not equivalent to an MMC course in academic level/course content. The College does not grant credits based upon total credits/units taken at the other institution. A grade of Pass (P) is not an acceptable grade. Students must receive a minimum letter grade of C- or higher. Transfer credits will be based on MMC's transfer credit policy. I also understand that my final grade will not count towards my MMC cumulative gpa and that credits received will appear as transfer credits on my academic transcript.

Student Signature: _____ Date: _____

Office Use Only	Student's cumulative gpa >= 2.00	<input type="checkbox"/> Y <input type="checkbox"/> N
	Institution is accredited	<input type="checkbox"/> Y <input type="checkbox"/> N

Dean of Academic Advisement and Student Retention: _____ Date: _____



MarymountManhattan

a college of the liberal arts

PRIOR LEARNING ASSESSMENT (PLA) APPLICATION FORM

STUDENT: _____ MMC ID _____

MAILING ADDRESS: _____

PHONE: _____ EMAIL: _____

ENROLLMENT STATUS: FT PT MM

SEMESTER/SESSION: Fall Spring Summer I Summer II January YEAR _____

I hereby submit this application for the consideration of Prior Learning Assessment (PLA) equivalent credits to be granted for the following MMC course (s):

DEPT	COURSE	TITLE	CREDITS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Student Signature _____ Date _____

The above application has been approved for consideration. This form will be used to register the above student in to PLA 001.01 for _____ Semester _____ Year.

Sponsoring Faculty Member Date

Division Chair Date

Dean of Academic Advisement and Student Retention Date

Registrar Date



MarymountManhattan

Office of Academic Advisement

GRADE WAIVER PETITION

NAME _____ ID # _____

CURRENT ADDRESS:

PREFERRED PHONE # : _____

ENROLLMENT STATUS: FT PT DEGREE STATUS: DEGREE NON-DEGREE

MAJOR(S): _____ MINOR(S): _____

Is this your first grade waiver application? YES NO

LIST COURSE (S) BELOW FOR WHICH YOU ARE PETITIONING FOR A GRADE WAIVER

COURSE CODE	COURSE TITLE	SEMESTER TAKEN	INITIAL GRADE	STATUS (OFFICE USE ONLY)

For which semester are you planning to retake the above course (s)?

If you are repeating multiple courses in multiple semesters, please use a separate form for each semester.

FA JA SP SU1 SU2 YEAR: _____

Have you registered for the above course (s)? YES NO

I, the undersigned student, understand the terms, conditions and stipulations associated with the application and granting of the above grade waiver. I understand that, if the above grade waiver is approved, upon retaking the course, my current or future financial aid maybe affected, and that it is my responsibility to discuss such implications with my financial aid counselor. I also understand that failure to register for the approved course (s) or subsequent withdrawal will result in a forfeiture of this grade waiver approval.

STUDENT'S SIGNATURE: _____ DATE: _____

ADVISEMENT OFFICE USE ONLY:

CREDITS ATTEMPTED: _____ CREDITS COMPLETED: _____ CUMGPA: _____ TOTAL GWs: _____
COMMENTS: _____

REGISTRAR USE ONLY:

GRADE WAIVER PROCESSED GRADE WAIVER NOT PROCESSED DATE: _____
COMMENTS: _____

DEAN OF ADVISEMENT
VALIDATION

33915

MARYMOUNT MANHATTAN COLLEGE OFFICIAL CHANGE OF GRADE



Academic Year _____ Semester/Session: Fall January Spring Summer

Student's Name _____ ID # _____

Instructor's Name _____

Course Number _____ Credits _____ Course Title _____

Please complete A or B

A To resolve an INC grade

Deadline Information:

Must be submitted by **October 1** of the subsequent semester for **Spring** and **Summer** INC grades

Must be submitted by **March 1** of the subsequent semester for **Fall** and **January** INC grades

INC grade to be changed to _____

Instructor's Signature _____ Date _____

Academic Dean's Signature _____ Date _____

B To alter a final letter grade (Please be advised: All final grades are considered permanent and may not be changed unless serious extenuating circumstances apply. Administrative grades: W, WF, UW, may never be changed)

Deadline Information:

May not be submitted beyond the end of the semester following that in which original letter grade was given

Grade to be changed from _____ to _____

Reason: (Be specific) _____

Instructor's Signature _____ Date _____

Chairperson's Approval _____ Date _____

Academic Dean's Signature _____ Date _____

Submitted to Registrar on _____ Received by _____

Grade Change Form

C 7

GENERAL INFORMATION FORM
FOR
HUNTER COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Office of the Registrar/Room 217 North Building: 68th Street between Lexington & Park Aves.

(P)212-772-4474 (F)212-650-3632

<http://www.hunter.cuny.edu/onestop/one-stop-student-services>

Questions on E-Permit? Email epermit@hunter.cuny.edu

Department or Program: Hunter/Marymount Manhattan College Consortium Agreement

Division: Undergraduate

Status: Non-Degree/Non-Matriculated

Print All Information Below - in Blue or Black Ink:

Student Name: _____
(Last) (First)

(Mi)

Home Address: _____

(Apt #, Suite, Floor, etc)

(City, State, & Zip Code)

Email Address: _____

Telephone Number: () _____ () _____
Home Cell

Date of Birth (DD/MM/YYYY): ____/____/____

Social Security Number*: _____ - _____ - _____

***Required by Hunter College to enter MMC student into their CUNYfirst system. If SSN is left blank on this form, you are required to bring your original, un-laminated social security card to the Office of the Registrar at Hunter College.**

CUNYfirst EMPLID (if applicable): _____

MMC Student ID: _____

Instructions to the Student:

1. Bring the course description to Prof. Jennifer Brown whose signature is required. (255 E. 71st., Room 300).
2. Obtain validation from the Center for Student Services.
3. Leave one form with the Center for Student Services and bring one form to Pace University.
4. It is your responsibility to have your transcript from Pace University sent to the Center for Student Services at Marymount Manhattan College when you have completed your course(s).

STUDENT RELEASE STATEMENT

By taking part in the cooperative program with Pace University, I understand that I must maintain full-time status at Marymount Manhattan College and any adjustment to my schedule from the approved courses may result in the loss of institutional and Federal financial aid.

I hereby grant permission to Pace University to release any information regarding my account, including registration status, academic progress, and a copy of my official transcript of coursework, to an authorized representative from the Registrar's Office at Marymount Manhattan College.

I understand that it is my responsibility to request an official transcript of my coursework to be sent to the Center for Student Services at Marymount Manhattan College immediately following the completion of my studies at Pace University. If I fail to provide an official transcript to Marymount Manhattan, I understand that my registration for future terms will be impeded.

Student Signature

Date

PACE UNIVERSITY

This is to certify that this student will be enrolled full-time at Marymount Manhattan College with the additional course(s) listed on the reverse side of this form (limit 6 credits). This student may register for the approved course(s) at Pace University. Pace will send a tuition invoice to MMC with the discounted tuition rate for the above student. Marymount Manhattan College will reimburse Pace University.

STUDENT SERVICES VALIDATION

Registration in CONS 990-01

Date

Initial

Tuition Paid in Full/Financial Aid Certified

Date

Initial

Center for Student Services Stamp:

CENTER FOR STUDENT SERVICES
221 East 71st Street ~ New York, NY 10021 ~ (212) 517-0500 ~ www.mmm.edu

APPENDIX D

Appendix D

<u>Handbook Section</u>	<u>Appendix#</u>	<u>Item</u>
D	1.00	Changes to Existing Course
D	2.00	New Course Proposal
D	3.00	Program Change
D	4.00	New Program Proposal



Form 1: Changes to an Existing Course

[NOTE: Extensive or numerous changes require that a new course be proposed. This form is for minor changes only. Please inquire at curriculum@mmm.edu if you are unsure which form to use.]

Name of Faculty Sponsor:

Name of Division Chair (required approval):

[Sponsors must submit drafts to Division Chair no fewer than 7 days before a CC deadline]

Name of Department Chair/Program Coordinator (required approval):

[Sponsors must submit drafts to Dept Chair/Coordinator no fewer than 7 days before a CC deadline]

Names of other Faculty/Staff consulted on proposal (as necessary)*:

[*The Curriculum Committee and VPAA encourage faculty sponsors to consult with other departments that will be impacted by their curriculum proposals. The Committee also encourages sponsors to consult with faculty with expertise relevant to proposals. Consultation consists of a substantial conversation that may or may not lead to complete agreement, and it is the faculty sponsor's responsibility to note any concerns expressed by consulted faculty.]

Current Course Code, Number, & Title (e.g. PHIL 101: Intro to Philosophy):

Has this course been previously approved as an AIP? _____

If yes, please check the appropriate categories below:

_____ CP _____ EP _____ IP _____ NP _____ REP _____ UP

CHECK ALL THAT APPLY:

_____ Changing Course Code and/or Course Title

_____ Changing Course Catalogue Description

_____ Changing Pre-requisites

_____ Changing Number of credits

_____ Changing Course level (e.g. 100-, 200-)

_____ Other Change, please specify: _____

_____ Requesting to make this change non-retroactive**

_____ Requesting AIP designation [select categories, be sure to note if dropping a designation]

_____ CP _____ EP _____ IP _____ NP _____ REP _____ UP

**All curricular changes will take effect retroactively unless the sponsoring faculty member requires that the changes begin with next year's catalog.

Changing FROM:

Changing TO:

Rationale for all changes:

If requesting designation as an AIP course, please insert a syllabus that includes learning goals. In the rationale, please refer directly to the AIP learning goals listing in the catalogue.

If the Curriculum Committee and/or the VPAA have questions related to your submission, they will contact you to arrange a meeting to discuss your proposal in person. Otherwise, you will be notified of the Committee's and VPAA's approval/recommendations via email. Should you have questions about the timeline for review, please contact the chair of the Curriculum Committee.

Record of Approval/Recommendations

Curriculum Committee Chair (initial/date beside appropriate response)	VPAA (initial/date beside appropriate response)
APPROVED:	APPROVED:
NOT APPROVED (see reasons):	NOT APPROVED (see reasons):

Review process record of events:

CC CHAIR APPROVAL SIGNATURE/DATE:	VPAA APPROVAL SIGNATURE/DATE:	DATE SUBMITTED TO REGISTRAR:



Form 2: New Course Proposal

Name of Faculty Sponsor:

Name of Division Chair (required approval):

[Sponsors must submit drafts to Division Chair no fewer than 7 days before a CC deadline]

Name of Department Chair/Program Coordinator (required approval):

[Sponsors must submit drafts to Dept Chair/Coordinator no fewer than 7 days before a CC deadline]

Names of other Faculty/Staff consulted on proposal (as necessary)*:

[*The Curriculum Committee and VPAA encourage faculty sponsors to consult with other departments that will be impacted by their curriculum proposals. The Committee also encourages sponsors to consult with faculty with expertise relevant to proposals. Consultation consists of a substantial conversation that may or may not lead to complete agreement, and it is the faculty sponsor's responsibility to note any concerns expressed by consulted faculty.]

Proposed Program, Level, & Course Title (e.g. PHIL 1XX: Intro to Philosophy):

Proposed prerequisites:

Number of credits: _____

Repeatable for credits: _____ YES* _____ NO

*If yes, number of times: _____

Course fee : _____ YES* _____ NO

*If yes, fee amount: \$ _____

CHECK THOSE THAT APPLY:

_____ Designated for Majors Only NOTE: All 100/200-level courses will be listed in the appropriate DS category based upon their discipline unless otherwise noted as 'for majors only.'

_____ Designated as a Liberal Arts Course Please remember to include a justification for LA designation in your rationale and within the syllabi reading and writing assignments. Please make a direct reference to the LA learning goals in the catalogue.

_____ Requesting designation as AIP course (for 300-/400- level courses only) [please select appropriate category/categories below] Please remember to include a justification for AIP designation in your rationale and within the syllabi reading and writing assignments. Please make a direct reference to the AIP learning goals in the catalogue.

_____ CP _____ EP _____ IP _____ NP _____ REP _____ UP

Required Details

Rationale (should include evidence of need; effect on other programs; financial components such as non-billable credits and/or materials fee [if relevant]; AIP justification based on category learning goals [if relevant]; LA justification based on LA learning goals (see catalogue) [if relevant]):

Proposed course description for catalogue (recommended length is 150 words or fewer) (NOTE: Please include course code, title, description, co-/prerequisites, number of credits):

Observable learning goals of course:

Requirements for additional faculty and/or resources (e.g. materials fee, special equipment, team teaching, library resources):

Please insert course syllabus. Please be sure assignments are reflective of ALL relevant learning goals. (You can insert a section break if you wish to preserve formatting):

If the Curriculum Committee and/or the VPAA have questions related to your submission, they will contact you to arrange a joint meeting to discuss your proposal in person. Otherwise, you will be notified of the Committee’s and VPAA’s approval/recommendations via email. Should you have questions about the timeline for review, please contact the chair of the Curriculum Committee.

Record of Approval/Recommendations

Curriculum Committee Chair (initial/date beside appropriate response)	VPAA (initial/date beside appropriate response)
APPROVED:	APPROVED:
NOT APPROVED (see reasons):	NOT APPROVED (see reasons):

Review process record of events:
--

CC CHAIR APPROVAL SIGNATURE/DATE:	VPAA APPROVAL SIGNATURE/DATE:	DATE SUBMITTED TO REGISTRAR:



Form 3: Program Change/Deletion Request

Name of Faculty Sponsor:

Name of Division Chair (required approval):

[Sponsors must submit drafts to Division Chair no fewer than 7 days before a CC deadline]

Name of Department Chair/Program Coordinator (required approval):

[Sponsors must submit drafts to Dept Chair/Coordinator no fewer than 7 days before a CC deadline]

Names of other Faculty/Staff consulted on proposal (as necessary)*:

[*The Curriculum Committee and VPAA encourage faculty sponsors to consult with other departments that will be impacted by their curriculum proposals. The Committee also encourages sponsors to consult with faculty with expertise relevant to proposals. Consultation consists of a substantial conversation that may or may not lead to complete agreement, and it is the faculty sponsor's responsibility to note any concerns expressed by consulted faculty.]

Current Program Title:

CHECK THOSE THAT APPLY:

_____ Requesting to Delete Program

_____ Requesting Changes to a Major

_____ Requesting Changes to a Minor

_____ Requesting Changes to a Concentration

_____ Requesting to place a Minor or Concentration in abeyance (this is not an option for a major)

Please list below the current requirements for this program as they appear in the catalogue. Please strike through those that you wish to delete from the list of program requirements (e.g. ~~THTR 123: Performance Art for non-majors~~):

Please list below the new requirements for this program as they should appear in the catalogue. Please underline all new courses, list their levels and proposed titles (e.g. ENV 3XX: Urban Environmental Concerns), and submit a new course proposal form for each:

Additional Required Details

Rationale (should address such issues as evidence of need; impacts on other programs and courses; etc.):

Observable learning goals of program, if changing. Otherwise, please indicate “NO CHANGES”:

Requirements for additional faculty and/or resources (e.g. materials fee, special equipment, team teaching, library resources):

Catalogue language, if changing. Otherwise, please indicate “NO CHANGES”:

If the Curriculum Committee and/or the VPAA have questions related to your submission, they will contact you to arrange a joint meeting to discuss your proposal in person. Otherwise, you will be notified of the Committee’s and VPAA’s approval/recommendations via email. Should you have questions about the timeline for review, please contact the chair of the Curriculum Committee.

Record of Approval/Recommendations

Curriculum Committee Chair (initial/date beside appropriate response)	VPAA (initial/date beside appropriate response)
APPROVED:	APPROVED:
NOT APPROVED (see reasons):	NOT APPROVED (see reasons):

Review process record of events:
--

CC CHAIR APPROVAL SIGNATURE/DATE:	VPAA APPROVAL SIGNATURE/DATE:	DATE SUBMITTED TO REGISTRAR:



Form 4: New Program Proposal

Name of Faculty Sponsor:

Name of Division Chair (required approval):

[Sponsors must submit drafts to Division Chair no fewer than 7 days before a CC deadline]

Name of Department Chair/Program Coordinator (required approval):

[Sponsors must submit drafts to Dept Chair/Coordinator no fewer than 7 days before a CC deadline]

Names of Consultants: New programs require extensive consultation with faculty and staff. In addition to relevant faculty, *it is strongly recommended that faculty sponsors of new program proposals consult with the Dean of Admission and the Dean of Academic Advisement and Student Retention.*

Names of other Faculty/Staff consulted on proposal (as necessary):

Consultation consists of a substantial conversation that may or may not lead to complete agreement, and it is the faculty sponsor's responsibility to note any concerns expressed by consulted faculty.

Proposed Program Title:

CHECK THOSE THAT APPLY:

_____ Major [*It is strongly recommended that new majors are submitted at least one year in advance (preferably two years) to assure time for state approval and recruitment*]

_____ Minor

_____ Concentration

_____ Other

STEP 1 OF 2

[To be completed for submission to the Curriculum Committee]

Please list below the course requirements for this program. Please underline all new courses, list their levels and proposed titles (e.g. ENV 3XX: Urban Environmental Concerns), and submit a new course proposal form for each new course.

Rationale ***must include the following:***

- Clear statement of the program's purpose in relation to the mission of the College
- Explanation of academic quality
- Data-informed justification of need in regard to student interest/enrollment
- Data-informed justification of need in regard to career opportunities
- Explanation of how the program makes use of New York City
- Relationship to other programs at MMC (note possible overlap/duplication)

Observable learning goals of program:

Resources required (***must include the following:*** a detailed explanation of how this program will impact faculty workload and an extensive explanation of equipment, space, or sections needed for this program):

Catalogue language:

STEP 2 OF 2 [for new majors]

[To be completed after approval from the Curriculum Committee and the VPAA. This step facilitates submission for state approval.]

WAIT TO COMPLETE THIS SECTION UNTIL AFTER YOU RECEIVE APPROVAL FROM THE CURRICULUM COMMITTEE AND THE VPAA

For undergraduate programs, provide syllabi for all new courses in the major **[ATTACH IN PDF FORM TO THIS DOCUMENT]**.

Describe the role of faculty in the program's design.

Describe the input by external partners, if any (e.g., employers and institutions offering further education).

What are the anticipated Year 1 through Year 5 enrollments?

List all program admission requirements **IF DIFFERENT FROM THOSE IN THE COLLEGE AT LARGE**

How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

For existing courses that are a part of the major, enter the catalog description of the courses:

Insert a four year course plan with a list of five courses per semester including gen requirements, major requirements, and electives.

Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field (must include percent of teaching time to the program, highest and other applicable earned degrees and disciplines, and additional qualifications such as professional experience or scholarly contributions).

Provide information on part-time faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program (must include program courses which may be taught, highest earned degree and additional qualifications such as professional experience or scholarly contributions).

Summarize the instructional facilities and equipment committed to ensure the success of the program.

List the costs of the new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if

they represent a continuing cost. **COMPLETE FOR THE FIRST THREE YEARS OF THE PROGRAM**

Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.

Describe the institution's response to identified needs and its plan for library development.

If the Curriculum Committee and/or the VPAA have questions related to your submission, they will contact you to arrange a joint meeting to discuss your proposal in person. Otherwise, you will be notified of the Committee's and VPAA's approval/recommendations via email. Should you have questions about the timeline for review, please contact the chair of the Curriculum Committee.

Record of Approval/Recommendations

Curriculum Committee Chair (initial/date beside appropriate response)	VPAA (initial/date beside appropriate response)
APPROVED:	APPROVED:
NOT APPROVED (see reasons):	NOT APPROVED (see reasons):

Review process record of events:

CC CHAIR APPROVAL SIGNATURE/DATE:	VPAA APPROVAL SIGNATURE/DATE:	DATE SUBMITTED TO REGISTRAR:
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APPENDIX E

Appendix E

<u>Handbook Section</u>	<u>Appendix#</u>	<u>Item</u>
E	1.00	Donaldson Award Guidelines/Faculty
E	2.00	Donaldson Award Guidelines-Students
E	3.00	Donaldson Award Application Form
E	4.00	Petty Cash Voucher Form
E	5.00	Expense Report Form
E	6.00	Employee Cash Advance Request Form
E	7.00	MMC Requisition Form
E	8.00	FT Faculty Development Fund Request Guidelines
E	9.00	FT Faculty Development Fund Request Form
E	10.00	Adjunct Faculty Development Request Form
E	11.00	MMC Request for Approval of Grant Applications

MarymountManhattan

a college of the liberal arts

Donaldson Award: Faculty Guidelines

Overview

In October 2004, the Oliver and Jennie R. Donaldson Charitable Trust provided Marymount Manhattan College with a generous gift to help student's present scholarly research at conferences around the country and the world. From this gift Marymount Manhattan established the Donaldson Awards.

The general guidelines for application require current students to have been at Marymount for at least two semesters and have a cumulative GPA of 3.0 or higher. Faculty sponsorship is required. Also, as the Donaldson is a restricted fund, there are limitations on what the award can be used for. Students may apply the award to conference registration fees, transportation/travel and hotel related expenses only.

Faculty Information

When a faculty member meets with a student to discuss a potential application they should make sure the student is aware of the following:

- That they must apply in advance for funding from this program.
- Applications submitted for funding, after the participants have attended the event, will not be processed.
- The faculty sponsor must sign off on the completed application packet prior to the student submitting it to Academic Affairs.
- *The Donaldson Award is a restricted fund which means that only conference registration fees, transportation/travel and hotel related expenses are covered. Expenses for other items cannot be reimbursed.*

Student Application Procedures

1. Applications for Donaldson Awards must be submitted to Academic Affairs at least 2 weeks prior to the scheduled conference.
2. Applications must include a copy of the abstract that will be submitted to the conference organizers.
3. Applications for Donaldson Awards require a review by the Director of Academic Administration and the approval of the award by the Vice-President for Academic Affairs.
4. The following must be submitted with the application form for the review to be completed:
 - A copy of the Flyer/Brochure from conference showing date of conference and registration fee.
 - A Copy of email or letter to you or your faculty sponsor informing you of your acceptance to attend and present at the conference.
 - Approval by your faculty sponsor as evidenced by their signature on the Application Form.
 - A copy of estimated or actual round trip airfare/train or if driving mileage from travel website
 - A copy of estimated or actual hotel rate from travel website
 - A copy of estimated inner city transportation, if necessary (cabs to/from airport, etc.)
5. **Application Forms submitted without the above documentation will not be reviewed.**

6. The applicant and the faculty sponsor will be notified of the approval or denial of the application via letter. The approval letter will specify the amount awarded, and any restrictions (other than those specified above) on the use of the approved funding.

Reimbursement Procedures for Donaldson Award Expenses

In order to receive reimbursement for an approved Donaldson Award the student must:

1. Submit all **original** receipts (airline tickets, train tickets, cab receipts etc...) using the Marymount Manhattan approved Expense Report Form.
2. The Expense Report Form should be submitted to Academic Affairs within 5 business days after your return from the conference.
3. You can only be reimbursed for the actual receipts submitted to us as follows:
 - If your receipts are under the amount awarded you will only be reimbursed for actual total of the receipts.
 - If your expenses exceed the amount you have been awarded, you will only be reimbursed for the amount of the award.
4. Attach a copy of your award letter to the Expense Report Form.

Adjunct Professional Support and Development Request Form

Eligibility Guidelines

- An adjunct faculty member may apply for one (1) or a combination of three (3) grants per year from the fund, but not to exceed on an individual or cumulative basis \$750.
- To be eligible, the adjunct faculty member must have taught at least one (1) Fall or Spring semester at the College in each of the five (5) years immediately prior to a given semester.
- The funds may be used for research in his/her field, travel, room, board or other expenses incurred for verifiable active participation at an academic or professional conference or meeting.

Application Process

- Applications are reviewed and approved at the start of the Fall and Spring semesters. The Adjunct Faculty member must submit this application and supporting documentation to the Office of the Vice-President of Academic Affairs by no later than September 15th for the Fall Semester and February 15th for the Spring Semester.
- The Adjunct Faculty member may apply for funding for a conference they previously attended up to 3 months prior to the semester due date, but they should be aware that the availability of funds are limited.
- The Vice President for Academic Affairs (or designee) will review each application.
- Applicants will be notified of the decision to approve or deny in writing.

Name:			
Conference:			
Dates Attending:		From:	To:
Conference Location:			
Budget: Please provide a proposed Budget (in detail)	Item	Description/Detail	Cost
	Travel:		
	Hotel:		
	Meals:		
	Conference Registration:		
	Other:		
		Total Funding Requested:	
Narrative Description of Project: Please attach supporting documentation describing the conference and the scope of your participation and how it will enhance your professional development and scholarly research. Appropriate documentation should include conference flyer, web page, etc.			

Reviews/Approvals

Division Chair:	_____ Date: ____/____/____
Director Academic Administration:	_____ Date: ____/____/____
Vice-President Academic Affairs:	_____ Date: ____/____/____
Amount Awarded:	\$ _____

Marymount Manhattan College Request for Approval of Grant Applications

Please submit this form, accompanied by a brief description (one paragraph or no more than one page) of your grant proposal and a draft estimated budget, to your chair at least three weeks prior to the proposed submission date. After the chair has approved, the signed form should be submitted to the Academic Grants Office, Room 807; this form must reach the Grants Office at least two weeks prior to the deadline.

Principal Investigator: _____

Project Title: _____

Agency: _____ Program name, RFP or website identifying guidelines: _____

Deadline: _____ For Receipt OR Postmark

Project Period: from _____ to _____ New OR Continuation

Is this proposal a collaborative with another institution? _____ If yes, what institution and who is the lead?

Approximate Budget Requested: _____

Does your proposal involve cost sharing or matching of any kind? _____

Does your proposal involve a commitment of additional space or facilities of any kind? _____

If your proposal involves human subjects, you must request approval from the Human Subjects Committee, Professor Michelle Ronda, Chair.

As you probably know, the College is required to make certain certifications to granting agencies. We need, therefore, to have you certify, by signing below, that you are not debarred or suspended from doing business with the Federal Government, are in compliance with the policy for a drug-free workplace, and will comply with all other relevant policies and procedures of the granting agency, including conflict of interest and nepotism policies.

Approval to submit this grant proposal is hereby requested. My chair has signed below.

Name of PI: _____ Phone: _____

Signature of PI: _____ Signature of Chair: _____

Approved by: _____ Date: _____

David Podell, Vice President for Academic Affairs and Dean of Faculty

Mmw:draft proposal approval form.doc

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Student Guidelines: Donaldson Award Application and Reimbursement Procedures

In October 2004, the Oliver and Jennie R. Donaldson Charitable Trust provided Marymount Manhattan College with a generous gift to help student's present scholarly research at conferences around the country and the world. From this gift Marymount Manhattan established the Donaldson Awards.

The general guidelines for application require current students to have been at Marymount for at least two semesters and have a cumulative GPA of 3.0 or higher. Faculty sponsorship is required. Also, as the Donaldson is a restricted fund, there are limitations on what the award can be used for. Students may apply the award to conference registration fees, transportation/travel and hotel related expenses only.

If you are interested in applying for a Donaldson Award, please follow the steps outlined below. Application must be submitted at least two weeks prior to the date you intend to travel to your conference.

Indicated below are the procedures that are to be followed when applying for a Donaldson Award, and when requesting reimbursement. Please note that you must apply **in advance** for funding from this program. Applications submitted for funding after the participants have attended the event will not be processed. *Please note that the Donaldson Award covers only conference registration fees, transportation/travel and hotel expenses. The maximum amount that can be awarded is \$500*

Applying for a Donaldson Award

1. Applications for Donaldson Awards must be submitted to Academic Affairs at least 2 weeks prior to the scheduled conference.
2. Applications must include a copy of the abstract that will be submitted to the conference organizers.
3. Applications for Donaldson Awards require a review by the Director of Academic Administration and the approval of the award by the Vice-President of Academic Affairs.
4. The following must be submitted along with the Application Form for the review to be completed:
 - A copy of the Flyer/Brochure from conference showing date of conference and registration fee.
 - A Copy of email or letter to you or your faculty sponsor informing you of your acceptance to attend and present at the conference.
 - Approval by your faculty sponsor as evidenced by their signature on the Application Form.
 - A copy of estimated or actual round trip airfare/train or if driving mileage from travel website
 - A copy of estimated or actual hotel rate from travel website
 - A copy of estimated inner city transportation, if necessary (cabs to/from airport, etc.)
5. **Application Forms submitted without the above documentation will not be reviewed.**

6. The applicant and the faculty sponsor will be notified of the approval or denial of the application via letter. An approval will specify the amount awarded, and any restrictions (other than those specified above) on the use of the approved funding.

Requesting Reimbursement for Donaldson Award Expenses

In order to receive reimbursement for your approved Donaldson Award expenses you must:

1. Submit all **original** receipts (airline tickets, train tickets, cab receipts etc) using the Marymount Manhattan approved Expense Report Form.
2. The Expense Report Form should be submitted to Academic Affairs within 5 business days after your return from the conference.
3. You can only be reimbursed for the actual receipts submitted to us as follows:
 - If your receipts are under the amount awarded, you will only be reimbursed for actual total of the receipts only.
 - If your expenses exceed the amount you have been awarded, you will only be reimbursed for the amount of the award.
4. Attach a copy of your award letter to the Expense Report Form.

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Donaldson Award Application Form

Applicant Information:			
Name:			
Address:			
Phone-Home:	(____) _____ - _____		
Phone-Cell:	(____) _____ - _____		
Email:			
Major:			
Grade Point Average:			
# of Completed Semesters at Marymount:			
Faculty Sponsor Information:			
Name/Department:			
Narrative Description of Project:			
Dates Attending:	Conference Name:	Conference Location:	
Please provide a detailed narrative description of the project, its goals and your timeline. Please attach this narrative as a separate page to this application form. (not to exceed 1 page)			
Budget:			
	Item	Description	Cost
	Travel: (Detail each anticipated travel expense)		\$ _____ \$ _____ \$ _____
	Hotel:		\$ _____
	Registration:		\$ _____
		Total:	\$ _____
Applicant Signature:	_____		Date: ____/____/____
Faculty Sponsor's Signature:	_____		Date: ____/____/____

Reviews/Approvals

Date Received:	____/____/____
Director Academic Administration:	_____ Date: ____/____/____
Vice-President Academic Affairs:	_____ Date: ____/____/____
Amount Awarded:	\$ _____

MARYMOUNT MANHATTAN COLLEGE

Office of Purchasing and Budget Control

EMPLOYEE EXPENSE ADVANCE REQUEST

Requested by: _____ Date of Request: _____

Amount Requested: _____ Date Check Needed: _____

Payable to: _____ Employee ID Number: _____

Purpose of Expenditure:

Account Number to be Charged: _____

Signatures:

Department Head/Division Chair	Departmental Vice President

DO NOT WRITE BELOW THIS LINE

For Business Office Use Only

Request Denied: _____ Reason: _____

Details of Prior Advance Still Outstanding (date/purpose):

Process as 2 Accounts Receivable Refunds and Advances

Checked by		AP Type	EEA
Signature VP of Finance		Term	
Date Check Issued		AR Type	02
Check Number		AR Code	EEA

This advance accounted for:

Date: _____ **Signed:** _____



Faculty Development Fund Request and Reimbursement Guidelines

Faculty interested in requesting a Faculty Development Award should follow the procedures outlined below. Please note that requests should be submitted at least 2 weeks in advance of the date of the program/event you wish to attend.

Funding Guidelines

Indicated below are the funding guidelines associated with the Faculty Development Fund request process.

Faculty Development Award Caps Per Request	
\$975	Attendance or presentation at a major conference held beyond the 48 contiguous states and Canada
\$775	Attendance or presentation at a major conference held within 48 contiguous states or Canada
Note: faculty may be reimbursed for up to a maximum of \$2100 in faculty development-related expenses within any fiscal year (July-June), based on the budget available for that year	

Submitting Your Request

- Requests for Faculty Development Funds should be submitted to Academic Affairs at least 2 weeks prior to the scheduled conference/workshop. Requests for funding submitted after the participant has already attended the event cannot be processed.
- The following must be submitted to the Division Chair:
 - A completed Faculty Development Request Form, that includes a proposed budget.
 - A statement indicating the significance of the Conference, Exhibition, Performance. You should describe the type of event you will be presenting at or attending and include the number and stature of participants where appropriate and any special function you will be performing.
 - A copy of the abstract that will be submitted to the conference organizers. The abstract should describe the significance (focus, methods, results, new knowledge generated, etc.) of the presentation.
 - Provide proof of participation. This can be in the form of a letter of acceptance, an actual page from the program, or e-mail notification. Presentations must clearly indicate the name of Marymount Manhattan as part of the program.
 - If you will be attending a Master Class, Short-Course, Workshop describes how this experience will impact your teaching effectiveness.
- Application Forms submitted without the above documentation cannot be reviewed
- Requests require a review by the Divisional Chair, Director of Academic Administration and the approval of the award by the Vice-President of Academic Affairs.

- You will be notified of the approval or denial of the application via email. A copy of your Request Form, indicating the award amount (if approved) will be forwarded to you as well.

Requesting a Cash Advance

- Requests for cash advances for Faculty Development Awards must be submitted along with the request form.
- These requests must be received at least ten (10) business days prior to the date of the event you will be attending.
- The maximum advance possible is \$500.
- Cash advances will be available the week prior to the conference/workshop.

Requesting Reimbursement for Faculty Development Award Expenses

In order to receive reimbursement for your approved Faculty Development Award you must:

- Submit all original receipts (airline tickets, train tickets, cab receipts etc) using the Marymount Manhattan approved Expense Report Form.
- The Expense Report Form should be submitted to Academic Affairs within 5 business days after your return from the conference.
- You can only be reimbursed for the actual receipts submitted to us as follows:
 - If your receipts are under the amount awarded, you will only be reimbursed for actual total of the receipts only.
 - If your expenses exceed the amount you have been awarded, you will only be reimbursed for the approved amount of the award.
- You must attach a copy of your Request Form, indicating your award to the Expense Report Form.
- Expense Reports submitted after the close of the fiscal year within which the expenses were incurred, cannot be reimbursed.

Faculty Development Award Request Form

Applicant Information:			
Name:			
Division:			
Conference/Workshop Attending: (Please do not abbreviate)			
Dates Attending:	From: ____/____/____ To: ____/____/____		
Conference Location:			
Purpose	[] Presentation or [] Attendance		
Narrative Description of Project:			
Please attach supporting documentation describing the conference and the scope of your participation. Appropriate documentation should include conference flyer, web page etc...			
Budget:			
Please provide a proposed Budget (in detail)	Item	Description/Detail	Cost
	Travel: (Detail each anticipated travel expense)		\$ _____ \$ _____ \$ _____
	Hotel:		\$ _____
	Meals:		\$ _____
	Conference Registration:		\$ _____
	Other: (Detail each anticipated expense)		\$ _____ \$ _____ \$ _____ \$ _____
	Total Funding Requested:		\$ _____
Account to Be Charged	11-90940-25000		
Requestor Signature:	_____	Date: ____/____/____	
Division Chair Signature:	_____	Date: ____/____/____	

Reviews/Approvals

Date Received:	____/____/____
Director Academic Administration:	_____ Date: ____/____/____
Vice-President Academic Affairs:	_____ Date: ____/____/____
Amount Awarded:	\$ _____

APPENDIX F

Appendix F

<u>Handbook Section</u>	<u>Appendix#</u>	<u>Item</u>
F	1.00	Article II of the College Bylaws



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PASSED BY FACULTY COUNCIL 3.17.14

ADDITIONAL ITEMS PASSED BY FACULTY COUNCIL 12.7.15, 4.18.16, 5.2.16

PASSED BY THE BOARD OF TRUSTEES 5.6.14

FACULTY GOVERNANCE

MARYMOUNT MANHATTAN COLLEGE

CONTENTS

	<u>Page</u>
Preamble	3
ARTICLE I: THE FACULTY	3
1.01: Effective Date	3
ARTICLE II: FACULTY RIGHTS AND RESPONSIBILITIES	4
2.01: Academic Freedom	4
2.02: Faculty Rights & Responsibilities	4
ARTICLE III: FACULTY APPOINTMENTS AND LEAVES	6
3.01: Categories of Appointment	6
3.02: Full-Time Faculty Leaves & Fellowships	8
ARTICLE IV: EVALUATION PROCEDURES AND CRITERIA FOR CONTINUED SERVICE	11
4.01: Definitions	11
4.02: Deadlines	12
4.03: Evaluation and Re-Appointment of Tenure-Track Faculty	13
4.04: Tenure and/or Promotion Process	16
4.05: Process for Applying for Promotion to Professor Emeritus/a	22
4.06: Criteria for Promotion and/or Tenure	22
4.07: Termination of Appointment	27
4.08: Disciplinary Actions	28
ARTICLE V: FACULTY GOVERNING STRUCTURES	38
5.01: The Faculty Council	38
5.02: Functions and Powers of the Faculty Council	38
5.03: The Membership and Organization of the Faculty Council	38
5.04: The Meetings of the Faculty Council	40
5.05: The Committees of the Faculty Council	42

Preamble

This document is the governing document of the Faculty of Marymount Manhattan College. It defines the faculty; their rights and responsibilities; the processes by which they are appointed, evaluated, tenured, and promoted; and their governing structures. It supersedes all previous faculty governance documents, except as specifically noted herein. It makes reference to a supporting document, the *Faculty Handbook*, in which specific policies and procedures are elucidated.

ARTICLE I: THE FACULTY

The faculty of Marymount Manhattan College consists of all full-time and part-time professors holding appointments as defined in Article III as well as the Vice President and Associate Deans for Academic Affairs and others to whom the Board of Trustees award this status based upon the recommendation of the President and the Vice President for Academic Affairs/Dean of the Faculty (VPAA/Dean). The rights and responsibilities that come with these appointments are defined in Article II.

The faculty is composed of teacher-scholar-artists who have primary responsibility for determining educational policy and guiding curriculum development. These responsibilities are exercised through the governance structures described in Article V.

The full-time faculty is recognized as a partner in the shared governance of the College.

1.01: Effective Date

1.01.01. The Faculty Governance shall become effective at the start of the contract year following its approval by the Board of Trustees (“Effective Date”) and shall apply to all Faculty as defined in this article.

1.01.02. Process for Applying for Tenure and/or Promotion

1.01.02.a. Tenure-track faculty appointed prior to the Effective Date may either apply for tenure and/or promotion under the procedures set forth herein or in the Faculty Governance that was in place at the time of their initial hire as a full-time, tenure-track faculty member. Tenure-track faculty members who fall into this category are required to indicate their choice in writing to the VPAA/Dean, divisional chairperson, and departmental chairperson by September 1st of the year before the decision year (or the first business day thereafter).

1.01.02.b. Associate Professors planning to apply for promotion to Professor in the first academic year following the effective date do so according to the process outlined in the *2007 Article II of the College By-Laws*. Associate Professors who apply for promotion in the second, third, or fourth academic years following the effective date may either apply for promotion under the procedures set forth in this document or in the 2007 Faculty Governance. Associate Professors who fall into this category and plan to apply under the 2007 Faculty Governance are required to indicate their choice in writing to the VPAA/Dean, divisional chairperson, and departmental chairperson by August 15th of the decision year (or the first business day thereafter). Associate Professors who fall into this category and plan to apply under the procedures set forth in the current governance are required to indicate their choice in writing to the VPAA/Dean, divisional chairperson, and departmental chairperson by September 1st of the year before the decision year (or the first business day thereafter).

1.01.03: Annual Evaluation of Tenure-Track Faculty and Third Year Review

The annual evaluation procedures set forth herein are effective for all tenure-track faculty beginning on the Effective Date. Tenure-track faculty member in their first and second years when the Faculty Governance becomes effective are required to complete the Third Year Review, as defined in section 4.02(2) below. Tenure-track faculty in or beyond their third year when the Faculty Governance becomes effective are not required to complete the Third Year Review, but may elect to do so.

ARTICLE II: FACULTY RIGHTS AND RESPONSIBILITIES

2.01. Academic Freedom

All members of the Faculty are entitled to academic freedom as set forth in the “Statement of Principles on Academic Freedom and Tenure” published by the American Association of University Professors in 1940 and re-interpreted in 1970. This statement reads, in part:

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

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

(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject...

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

2.02. Faculty Rights and Responsibilities

The following list of Faculty Rights and Responsibilities provides the parameters through which specific policies and practices are designed and implemented. The Office of Academic Affairs, in consultation with the Faculty Governance and Handbook Committee, publishes *The Marymount Manhattan College Faculty Handbook*, which articulates the specific policies and procedures through which these rights and responsibilities are preserved and enacted.

2.02.01. Faculty Rights

All full-time, non-tenured and tenured members of the faculty have the right:

1. To a safe and functional working environment;
2. To be treated in a fair and respectful way by all members of the College community;
3. To an open and fair process of evaluation;
4. To a fair and timely grievance process;
5. To open access to their faculty file and to include a written response to anything contained in it;
6. To engage in political activities;
7. To act as partners in the shared governance of the College;

8. To elect representatives charged with participating in the process of establishing academic budget priorities and faculty compensation;
9. To participate in the College's process of determining the Academic Calendar through consultation with the Academic Policy Committee and representation on any college-wide committee responsible for determining the academic calendar;
10. To have a voice in determining what kinds of institutional research are needed to support the academic goals of the College and to have open access to any institutional research that directly impacts the faculty and the College's academic programs;
11. To collaborate on curriculum development within their department, their division and across the College;
12. To collaborate with their colleagues, Divisional chairperson, the VPAA/Dean and the Registrar each semester to construct a teaching schedule that balances their needs with those of their department, their division, the students and the College;
13. To appropriate and balanced expectations for service and committee work;
14. To institutional support for their scholarly/artistic/professional work, including opportunities to apply for research-based teaching reductions and funding for scholarly activities;
15. To apply for leaves of absence and/or faculty fellowships according to the guidelines outlined below.

2.02.02. Faculty Responsibilities

All full-time, non-tenured and tenured members of the faculty have the responsibility:

1. To participate in maintaining a safe and functional working environment;
2. To treat all members of the College community in a fair and respectful manner;
3. To meet their teaching duties each semester according to the criteria outlined in this document;
4. To follow all policies and procedures regarding grading and evaluation of students;
5. To follow all policies and procedures regarding faculty evaluation;
6. To act as partners in the shared governance of the College by participating on selected departmental, divisional and College-wide faculty and administrative committees;
7. To elect representatives to participate in the process of establishing academic budget priorities and faculty compensation;
8. To work with the Administration to establish admissions and graduation requirements, retention strategies and to monitor graduation rates;
9. To recommend to the Board of Trustees candidates for degrees;
10. To participate in meetings of the general and divisional faculty and to attend college convocations;
11. To work with all members of the College community to establish standards for academic integrity and to promote academic excellence;
12. To oversee the curriculum, to prescribe the nature of degrees to be conferred, and to determine the best methods for meeting the educational goals of the College;
13. To work with their departmental and divisional colleagues to maintain the strength and integrity of their academic program;
14. To collaborate with their colleagues, divisional chairpersons, the VPAA/Dean and the Registrar each semester to construct a teaching schedule that balances their needs with those of their department, their division, the students and the College;
15. To share in the regular academic and career counseling and guidance of students by maintaining regular office hours and participating in advisement;
16. To remain current and up-to-date with developments in their field of study and to work with their colleagues to insure that such developments are reflected in their academic programs;
17. To engage in scholarly/artistic/professional activity;
18. To maintain high standards for academic and scholarly excellence, professional ethics and personal integrity.

ARTICLE III: FACULTY APPOINTMENTS AND LEAVES

3.01: Categories of Appointment

All faculty members at Marymount Manhattan College are appointed to one of the following categories.

The annual teaching load of tenured and tenure-track faculty shall be twenty-one credit hours, provided, however, said teaching load may be adjusted to no more than twenty-four credit hours only after a determination that such adjustment shall be necessary, based on current financial conditions, through the budget process, processes of shared governance, and in consultation with the Academic Policy Committee. The academic year shall extend for a forty-one week period, to begin no earlier than August 24. Faculty shall participate in the process of determining the academic calendar as noted in Article II.

3.01.01. Tenure-track and Tenured Appointments

Tenure-track and tenured appointments are renewable subject to the Review and Reappointment criteria and procedures described in Article IV.

All initial tenure-track appointments are made by the President of the College at the recommendation of the VPAA/Dean in consultation with the divisional chairperson and the appropriate department or program. All initial tenured appointments are made by the Board of Trustees at the recommendation of the President of the College, the VPAA/Dean, the divisional chairperson, and the Committee on Promotion and Tenure. All tenure-track and tenured appointments are made at one of the following ranks:

1. Instructor

This is the normal rank for faculty who have not yet completed the doctorate or another appropriate terminal degree. In order to be renewed for a fourth year, faculty members hired at the Instructor rank must complete the terminal degree by the end of their third year of employment as stated in the initial letter of appointment. By June 30th of the second year of service, instructors who have not earned their terminal degree will receive a conditional letter of re-appointment pursuant to Article IV of this document. Once the terminal degree has been conferred, Instructors are automatically promoted to the rank of Assistant Professor.

2. Assistant Professor

Normally, faculty members appointed at the Assistant Professor rank have completed the doctorate or another appropriate terminal degree, but have not been granted tenure.

Faculty at the Instructor/Assistant Professor rank normally are subjected to a six-year probationary period and apply for tenure in their sixth year, though the College may vary this period based upon prior full-time teaching experience, but the amount of time credited for previous employment shall not exceed four years. Determination of the length of the probationary period is made when the faculty member is initially appointed and shall be included in the appointment letter. At any point during the probationary period, a faculty member may request a change in his/her timeline in writing to the VPAA/Dean. Decisions about such requests are made by the VPAA/Dean, in consultation with the divisional chairperson and the appropriate department or program. In no circumstance shall the probationary period exceed seven years. Prior to applying for tenure, the faculty member shall undergo a series of reviews to evaluate the progress that s/he has made in developing those qualities that may lead to the granting of tenure. Guidelines for this review process are outlined in Article IV.

3. Associate Professor

This is the normal rank for first appointment with tenure. Assistant Professors may apply for promotion to the rank of Associate Professor prior to their application for tenure according to the guidelines outlined in Article IV.

Initial appointments may be made at the rank of Associate Professor when a search at this rank has been approved and based on the candidate's accomplishments elsewhere. Decisions about such appointments are made by the President of the College at the recommendation of the VPAA/Dean, following consultation with the divisional chairperson, the Committee on Promotion and Tenure (COPT) and the Search Committee as defined in Article V. Where initially appointed at the rank of Associate Professor, the faculty member is required to apply for tenure no later than his/her fourth year of employment. Determination of the timeline for submitting this application is made when the faculty member is initially appointed and shall be included in the appointment letter. At any point prior to submitting an application, a faculty member may request a change in this timeline in writing to the VPAA/Dean. Decisions about such requests are made by the VPAA/Dean, in consultation with the divisional chairperson and the appropriate department or program. Prior to applying for tenure, the faculty member shall undergo a series of reviews to evaluate the progress that s/he has made in developing those qualities that may lead to the granting of tenure. Guidelines for this review process are outlined in Article IV.

4. Professor

This rank is reserved for those faculty who have been awarded tenure and have successfully completed the promotion process outlined in Article IV. Initial appointments may also be made at the rank of Professor when a search at this rank has been approved and based on the candidate's accomplishments elsewhere. Decisions about such appointments are made by the President of the College at the recommendation of the VPAA/Dean, following consultation with the divisional chairperson, the COPT and the Search Committee.

5. Degree Equivalency

When deemed appropriate, a department may request from the VPAA/Dean that a position be approved with a degree equivalency option. Such an option provides for applicants whose professional experience and accomplishments or degrees are deemed to be equivalent to the customary requirement of a terminal degree. Degree-specific policies and procedures for submitting, reviewing, and approving degree equivalency requests can be found in the *Faculty Handbook*. The equivalency is noted in the initial appointment letter.

3.01.02. Non-tenure-track Appointments

Faculty on non-tenure-track appointments are offered one year contracts that are renewable according to the guidelines specified for each position. A faculty member who holds a non-tenure track appointment is not eligible for continuous tenure regardless of how long the faculty member has held this position.

1. Determination of Rank at Initial Appointment
 - a. Initial appointment of non-tenure-track faculty members at one of the professorial ranks shall presuppose the qualifications specified for each of these ranks.
 - b. The rank at initial appointment of non-tenure-track faculty members at the rank of Associate Professor or above shall be determined by the VPAA/Dean after consultation with the divisional chairperson, the appropriate department chair or program coordinator, and the COPT, subject to the approval of the President.
 - c. The rank at initial appointment of non-tenure-track faculty members below the rank of Associate Professor shall usually be determined by the VPAA/Dean in consultation with the divisional chairperson, the appropriate department chair or program coordinator, subject to the approval of the President.
2. The following appointments are currently recognized outside of the tenure-track:
 - a. **Full Time Visiting Professor:** A visiting professor is usually considered a full-time member of the faculty who is appointed at one of the professorial ranks for a limited time (normally not to exceed three years) to meet a specialized need within a particular

department or program. S/he may be a practicing professional whose qualifications are based on her/his special background and experiences, rather than on her/his academic credentials. Normally, visiting professors teach the current full-time contractual load, not to exceed 12 credit hours per semester and participate in advisement; they are not required to engage in other faculty committee service. These parameters may be adjusted to meet the particular needs of a department or program. In all cases, expectations for teaching, service, and/or other duties shall be outlined in the initial appointment letter.

- b. **Full-Time Visiting Artist- or Writer-in-Residence:** This category is reserved for those artists or writers who bring significant expertise and prestige to the College. S/he may be a practicing professional whose qualifications are based on her/his special background and experiences, rather than on her/his academic credentials. Such appointees are considered full-time members of the faculty and may occupy this position from one semester to three years.

3.01.03. Additional Faculty Appointments

Full-time faculty members may be appointed to one of the following positions. Specific guidelines for such appointments, as well as detailed job descriptions for each of them, are included in the *Faculty Handbook*.

1. Divisional Chairperson

The divisional chairperson oversees the academic programs and activities within the division and reports to the VPAA/Dean. In consultation with the divisional faculty, the VPAA/Dean recommends the appointment/re-appointment of a divisional chairperson to the President. In most cases, divisional chairpersons will be full-time tenured faculty members and typically will be appointed for a period of three years. Divisional chairpersons receive 2-course reassigned time during each of the fall and spring semesters and receive a stipend for the summer. The work of the divisional chairperson is viewed as service to the College.

2. Departmental Chairperson

The departmental chairperson collaborates with the divisional chairperson on the management of his/her academic department. In consultation with the department faculty, the divisional chairperson recommends the appointment of a departmental chairperson to the VPAA/Dean normally for a three-year term. The appointment may be for a shorter term where this better serves the needs of the department. Departmental chairpersons may be reappointed by the VPAA/Dean after appropriate consultation with the divisional chairperson and department faculty. Departmental chairpersons receive reassigned time commensurate with the size of the department as determined by the VPAA/Dean and divisional chairperson. The work of the departmental chairperson is viewed as service to the College.

3. Program Coordinator

The program coordinator collaborates with the divisional chairperson for moderate to small academic departments or programs as determined by the VPAA/Dean. In consultation with the faculty, the divisional chairperson recommends the appointment of the program coordinator to the VPAA/Dean normally for a three year term. The appointment may be for a shorter term where this better serves the needs of the department. Program coordinators may be reappointed by the VPAA/Dean after appropriate consultation with the divisional chairperson and the program faculty. The work of the program coordinator is viewed as service to the College.

3.02. Full-time Faculty Leaves and Fellowships

3.02.01. Leaves of Absence

1. Leaves of absence from the College may be granted with or without pay at the discretion of the College for the following reasons:
 - a. Recovery or protection of health
 - b. Personal Need

- c. Public service to the Government or the general community by a Faculty member in his/her professional capacity
 - d. Political Activities
 - e. Service to the College outside the role of a Faculty member
 - f. A temporary teaching appointment at another institution of higher learning
 - g. Research, or other scholarly or creative activity
2. Procedures for Applying for a Leave of Absence
- a. A Faculty member desiring leave for the following academic year for reasons other than health or personal need shall apply in writing to the Committee on Faculty Leaves and Fellowships before November 15th of the current academic year. When the leave is contingent upon the receipt of a grant, this contingency must be specified in the application. The Committee shall evaluate it on the basis of the value of the leave to the College, to the professional development of the Faculty member, and to the intellectual community or the world at large. The divisional chairperson and the VPAA/Dean shall be consulted by the Committee to insure that the leave will not affect adversely the educational program of the College. The Committee shall transmit the application together with its written recommendation to the VPAA/Dean and the President no later than January 15th, with a copy of its recommendation to the applicant and the divisional chairperson. The VPAA/Dean shall submit a recommendation to the President by February 1st, with a copy to the applicant and to the Committee. The President shall notify the Faculty member of her/his decision, in writing, no later than February 15th. All agreements concerning the leave shall be put in writing at this time.
 - b. A Faculty member desiring a leave for reasons of health or personal need shall apply in writing to the VPAA/Dean as soon as it is possible to do so. After consultation with the divisional chairperson, the VPAA/Dean shall transmit the application together with her/his written recommendation to the President, who shall then proceed as with other applications for leave.
3. General Practices Regarding Leaves of Absence
- a. A leave of absence shall ordinarily be for one academic year. For an extension of the leave, the same procedure must be followed as with the original application. In no case shall a leave be extended beyond three years.
 - b. The College shall have the right to deny a request for leave either for financial or educational reasons, even if the Faculty member is eligible and the purpose of the leave is valid, except when there is clear evidence that the Faculty member's physical or mental health would be jeopardized by a denial. The College shall, however, strive to grant appropriate leaves as often as possible.
 - c. Leaves for one academic year that promote the professional development of tenure-track Faculty members shall be counted as part of the probationary period and shall not interfere with salary increases or promotion.
 - d. When the leave is such that its relation to the Faculty member's professional development cannot be judged, or when the leave is for other than scholarly purposes, it shall not ordinarily be counted towards tenure or towards promotion.
 - e. In no case may more than one year of a leave be credited toward the Faculty member's pre-tenure probationary period or the years required between promotions.
 - f. Faculty members on unpaid leaves of absence may be granted continued participation in Faculty retirement and group insurance plans, dependent on the nature of the leave.
 - g. In most cases of unpaid leaves, the College will accept voluntary contributions to the individual's retirement annuity and group insurance coverage. If, however, a Faculty member on unpaid leave becomes a full-time employee of another institution or organization, that employer is expected to assume the cost of the College's contributions to the individual's retirement annuity and group insurance coverage.
 - h. When a Faculty member's illness causes extended absence from her/his duties, s/he shall receive full salary for three months from the beginning of her/his absence. After this period the College reserves the right to deduct from the Faculty member's salary payments to a substitute professor. Absence because of illness for less than one academic year shall not interfere with salary

increases, promotions, or the granting of tenure.

3.02.02. Faculty Fellowships

1. Ordinarily, the College shall grant a limited number of competitive fellowships in support of faculty members' scholarly and/or creative work for half of the academic year at full salary or for a complete academic year at half salary. Application for fellowship will be granted based upon the merits of the proposal, the academic needs of the department, and available funding.
2. Procedure for Applying for a Faculty Fellowship
 - a. A faculty member shall apply to the Committee on Faculty Leaves and Fellowships before November 15th for Faculty Fellowships during the following academic year by completing the application, which is distributed to the faculty at least one month prior to the application deadline by the VPAA/Dean. When the fellowship is contingent upon the receipt of other grants, this contingency must be made known in the application. The Committee shall transmit the application together with its written recommendation to the VPAA/Dean and the President no later than January 15th, with a copy of its recommendation to the applicant. The VPAA/Dean shall submit a recommendation to the President by February 1st, with a copy to the applicant and the Committee. The President shall notify the applicant of her/his decision, in writing, with a copy to the divisional chairperson, no later than February 15th. A recipient of a fellowship shall submit a written summary of her/his accomplishments during the leave to the VPAA/Dean within two months of the termination of the fellowship.
3. Faculty Fellowship shall be of two kinds:
 - a. Senior Fellowships: Associate Professors and Professors may apply for a Senior Fellowship beginning in their third year of service to the College. They shall not be eligible for a Senior Fellowship until five years after the termination of any prior fellowship.
 - b. Junior Fellowships: Assistant Professors may apply for a Junior Fellowship beginning in their second year of service at the College, for post-terminal degree scholarly and/or creative work. A recipient of a Junior Fellowship shall not be eligible for another fellowship for five years after the termination of the fellowship.
4. General Practices Regarding Faculty Fellowships
 - a. The number of Junior and Senior Fellowships that are made available by the College each academic year should ordinarily equal ten percent of the number of full-time faculty members employed during that academic year. When feasible, summer research grants will be provided by the College; such grants, the conditions on which they are given, and the application procedures will be announced by the VPAA/Dean.
 - b. Fellowships are granted with the understanding that the recipient intends to return for an extended period of service to the College. Applicants must acknowledge this ethical obligation before accepting fellowships.
 - c. College participation in Faculty retirement and group insurance plans shall be continued without interruption for recipients of Faculty Fellowships.

ARTICLE IV: EVALUATION CRITERIA AND PROCEDURES FOR CONTINUED SERVICE

The College will normally notify full-time faculty members of the terms and conditions of their renewal contracts by March 15th but in no case shall such information be given later than April 15th (or the first business day thereafter).

Decisions to reappoint, tenure, and promote tenure-track and tenured faculty at the College are based upon the needs of the College and the faculty member's accomplishments in three areas: teaching, scholarly/artistic/professional achievement, and service. Of these three areas, teaching is primary and therefore receives highest priority in reappointment, tenure, and promotion decisions. While teaching is prioritized, faculty members must also meet the criteria for scholarly/artistic/professional achievement, and service as defined in this document. Specific criteria, guidelines and procedures for reappointment, tenure, and promotion are outlined below.

4.01. Definitions

As used in this Article, each of the terms quoted below has the following meaning:

1. "Candidate" shall mean the faculty member to be considered for re-appointment, tenure, and/or promotion.
2. "Tenure" shall mean continuous employment of a faculty member until s/he retires. The appointment of a faculty member with tenure may be terminated only for adequate cause as defined in this document.
3. The "Tenure/ Promotion Application Period" extends from February 1st of the year preceding the decision year until the application process is completed and a final determination has been reached.
4. The "Academic Faculty File" is housed in the Office of the VPAA/Dean and includes all documents outlined in the Policy on Faculty Files in the *Faculty Handbook*. Faculty members are free to add materials to their academic faculty files at any time, with the exception of the period between the October 1st closing date (or the first business day thereafter) and when the application process is complete and a final determination has been reached. Guidelines for requesting that materials be added during this period are outlined below. Faculty members are strongly encouraged to review the contents of their Academic Faculty File regularly. Candidates for tenure and/or promotion are required to review the contents of their academic file as part of the application process (see below).
5. The "Tenure/Promotion Application File" contains all documents that are to be considered in evaluating applications for tenure and/or promotion with the exception of those documents housed in the academic faculty file and the confidential file (see below). The tenure/promotion application file is created by the Office of Academic Affairs for all candidates for tenure and/or promotion prior to the start of the tenure/promotion application period and it is housed in the Office of Academic Affairs. Only documents permitted as part of this application process may be added to the faculty member's tenure/promotion application file. Documents may be added to this file until the October 1st closing date (or the first business day thereafter). Guidelines for requesting that materials be added to this file after this date are outlined below. Candidates for tenure and/or promotion are required to review the contents of their tenure/promotion application file as part of the application process (see below).
6. The "Confidential file" is a file for each Candidate for tenure and/or promotion kept in the Office of Academic Affairs containing only original letters from evaluators of the Candidate's scholarly/artistic/professional achievement and service. While redacted versions of these evaluations are made available to the Candidate according to the guidelines and procedures outlined in this document, the Candidate does not have access to the originals maintained in this confidential file. No other materials are to be included in this file. Documents may be added to this file until the October 1st closing date (or the first business day thereafter). Access to this file is limited to the Candidate's departmental and divisional chairpersons, the members of CoPT, the VPAA/Dean, the President, and any committees or individuals involved in adjudicating a formal grievance.

7. “Decision year” shall mean the academic year in which a faculty member is considered for tenure and/or promotion.
8. “Application” shall mean the document that the Candidate submits to be evaluated by CoPT, the VPAA/Dean and the President. This application is returned to the Candidate after the tenure and/or promotion decision has been made and all appeals have been resolved.
9. “Closing date” shall mean the period after October 1st (or the first business day thereafter) of the decision year.
10. There are numerous “forms” referenced throughout the evaluation, re-appointment, tenure and/or promotion application processes. All of these forms are contained in the *Faculty Handbook*.

4.02. Deadlines

This document identifies a number of deadlines throughout the evaluation, re-appointment, and tenure/promotion application processes. It is incumbent upon all parties to meet these deadlines.

1. Annual Evaluation: When a candidate does not meet a deadline for submitting a required document as part of the annual evaluation process, the divisional chairperson notes this in writing in the candidate’s academic file. When the divisional chairperson does not meet a deadline for submitting a document as part of the annual evaluation process, the VPAA/Dean notes this in writing in the candidate’s academic file. When the VPAA/Dean does not meet a deadline for submitting a document as part of the annual evaluation process, the divisional chairperson notes this in writing in the candidate’s academic file. When documents are received after the deadline, they are added to the candidate’s academic file by the Office of Academic Affairs with a notation indicating the date of inclusion.
2. Third-Year Review: If a candidate does not submit the Third-Year Review to the Office of Academic Affairs by the required deadline, the divisional chairperson notes this in writing in the candidate’s academic file. If the candidate submits this form after the deadline, the decision to move ahead with the Third-Year Review is made collaboratively by the divisional chairperson, the Chair of CoPT, and the VPAA/Dean. In the event there is no unanimity, a decision is made by majority vote. This decision is recorded in writing by the divisional chairperson in the candidate’s academic file. When CoPT does not submit the Third-Year Response by the required deadline, the divisional chairperson notes this in writing in the candidate’s academic file. When the CoPT response is received, it is added to the candidate’s academic file by the Office of Academic Affairs with notation of the date of inclusion. A revised timeline for completing the Third-Year Review Development Plan, signed by the candidate, the divisional chairperson, and the VPAA/Dean, is also added to the candidate’s academic file. When the candidate does not submit the Third-Year Review Development Plan by the required deadline, the divisional chairperson notes this in writing in the candidate’s academic file. If this development plan is received after the deadline, it is added to the candidate’s academic file by the Office of Academic Affairs with a notation indicating the date of inclusion.
3. Application for Tenure and/or Promotion: It is incumbent upon candidates for tenure and/or promotion to submit their applications by the October 1st closing date. Applications for tenure and/or promotion cannot be accepted after October 1st, unless the Candidate has received prior permission as outlined below.
4. Stopping or Recalculating the Tenure Clock
In accordance with the AAUP’s Statement of Principles on Academic Freedom and Tenure, under no circumstances shall a tenure-track faculty member’s tenure clock exceed seven years. The timeline for applying for tenure is articulated in a tenure-track faculty member’s initial letter of appointment. There are four scenarios in which a tenure-track faculty member may request stopping or recalculating his/her tenure clock.
 - a. Stopping the clock for a leave of absence for other than professional development reasons: a faculty member may elect to stop his/her tenure clock in the context of a leave of absence according to the guidelines outlined in this document.
 - b. Stopping the clock for unexpected circumstances prior to the start of the application process: When a faculty member faces unexpected and extraordinary circumstances prior to

the start of the application process, s/he may request that the application process be delayed for one year. Such requests are directed to the VPAA/Dean. Decisions about such requests are made by the VPAA/Dean in consultation with the departmental chairperson and the divisional chairperson. This decision is communicated to the faculty member in writing by the VPAA/Dean within ten business days of receiving the request, with copies to the departmental and divisional chairpersons, and the Chair of CoPT.

- c. Stopping the clock for unexpected circumstances once the application process has begun: In rare circumstances, an unexpected situation occurs that prevents the Candidate from submitting his/her completed application on or before the October 1st closing date (i.e., illness, family emergency, etc.). In such instances, the Candidate must contact the VPAA/Dean as soon as possible to request an extension. Decisions about such requests are made by the VPAA/Dean, in consultation with the Candidate's divisional chairperson and the Chair of CoPT. The VPAA/Dean must communicate this decision within twenty-four hours of receiving the request. When an extension is granted, the VPAA/Dean must include the new deadline in his/her letter, a copy of which is placed in the Candidate's academic file. An extension in the deadline for submitting an application for tenure and/or promotion does not extend the period during which supplemental materials may be added to the Candidate's tenure/promotion application file. The process for requesting that materials be added to the tenure/promotion application file after the October 1st closing date is outlined below.
 - d. Recalculating the tenure clock for tenure-track faculty on an accelerated timeline: When a faculty member is initially appointed on an accelerated clock (i.e., less than the standard six years), s/he may request a recalculation of this accelerated clock any time prior to February 1st of the year preceding the decision year. Such a request is made in writing to the VPAA/Dean, with copies to the departmental and divisional chairpersons. The VPAA/Dean consults with the departmental and divisional chairpersons and responds in writing to the faculty member within ten business days. If the recalculation is approved, this letter must also include the revised timeline. A copy of this letter is included in the faculty member's academic file.
5. When a division chair, department chair, or faculty committee fails to meet a deadline or fulfill responsibilities, the President may make a decision or recommendation regarding re-appointment, tenure, or promotion to the Board of Trustees.

4.03. Evaluation and Re-Appointment of Tenure-Track Faculty

4.03.01. The Role of the Divisional and Departmental Chairpersons in the Evaluation, Re-Appointment, Tenure and Promotion Process

The divisional and departmental chairpersons work collaboratively to guide tenure-track faculty members throughout their years on the tenure-track and work closely with faculty post tenure. Divisional and departmental chairpersons play integral roles in the evaluation of faculty, in the re-appointment of tenure-track faculty, and during the tenure and/or promotion process. Departmental chairpersons are responsible for submitting a departmental assessment. Divisional chairpersons are responsible for soliciting letters on the Candidate's behalf and completing the divisional chairperson's teaching assessment. It is incumbent upon the divisional and departmental chairpersons to ensure to the best of their abilities that the process is conducted fairly in accordance with the criteria and processes defined in this document. If a divisional or departmental chairperson determines that s/he cannot comply with these expectations, s/he is required to recuse himself/herself as early as possible in the tenure/promotion application process. In such cases the VPAA/Dean shall consult with the divisional/departmental chairperson who has not recused himself/herself to determine if s/he can assume responsibility for the recused chairperson's duties or if they should be assigned to a senior faculty member within the Candidate's department or division in this one case. When the Candidate is a divisional or departmental chairperson, the VPAA/Dean selects a senior faculty member in the

Candidate's department or division to fulfill the divisional or departmental chairperson's duties and responsibilities in this one case.

When a departmental chairperson is untenured, the evaluative duties assigned to the departmental chairperson are assumed by a senior faculty member in the department or a tenured department chair in the division as agreed upon by the faculty member, the divisional chairperson, the senior faculty member or departmental chairperson who is assuming these duties, and the VPAA/Dean. When tenure-track faculty member is in an academic program that does not have a departmental chairperson, the evaluative duties assigned to departmental chairpersons are assigned to the tenured program coordinator. In the event that the program coordinator is not a tenured faculty member, these duties are assigned to a senior faculty member in the program or a departmental chairperson within the faculty member's division as agreed upon by the faculty member, the divisional chairperson, the senior faculty member or departmental chairperson who is assuming these duties, and the VPAA/Dean.

4.03.02. Annual Reappointment of Tenure-track faculty

The decision by the President to re-appoint a tenure-track faculty member depends primarily upon the recommendation of the VPAA/Dean to the President. This recommendation is informed by assessments conducted by the divisional chairperson and the VPAA/Dean of the faculty member's progress towards meeting the criteria in teaching, scholarly/artistic/professional achievement, and service as defined in this document. When appropriate, it is also informed by their assessment of the faculty member's progress in meeting the goals outlined in the faculty development plan that is produced following Third-Year Review. Of the three areas of assessment, teaching is primary and therefore receives highest priority. While teaching is prioritized, faculty members must also demonstrate progress towards meeting the criteria for scholarly/artistic/professional achievement and service.

4.03.03. Annual Evaluation of Tenure-Track faculty

Tenure-track faculty members who have been hired on the standard six-year timeline are expected to complete the following evaluation process. When a faculty member is hired on a reduced timeline for applying for tenure, the schedule for completing these reviews and evaluations must be established and outlined in the initial appointment letter written by the VPAA/Dean.

1. In September of the first semester of a new tenure-track appointment, the faculty member drafts a list of goals for that academic year and meets with his/her divisional and departmental chairpersons to review it. Once approved by the divisional and departmental chairpersons, this list is added to the faculty member's academic file.
2. At the end of years one and two, the faculty member completes the Self-Assessment in which s/he discusses his/her accomplishments in the areas of teaching, scholarly/artistic/professional achievement, and service during the preceding year. (NOTE: further guidelines for the preparation of this self-assessment are in the *Faculty Handbook*). This self-assessment is submitted to the faculty member's divisional and departmental chairpersons. Following a meeting of the faculty member and the divisional and departmental chairpersons to discuss this document, the divisional chairperson completes the Divisional Chairperson's Year-End Assessment of Tenure-Track Faculty and forwards it, along with the faculty member's self-assessment, to the VPAA/Dean. Prior to the end of that academic year or within the first six weeks of the subsequent academic year, the VPAA/Dean meets with the faculty member and his/her divisional chairperson, after which the VPAA/Dean completes the VPAA/Dean's Year-End Assessment of Tenure-Track Faculty. All of these documents are placed in the faculty member's academic file, with copies to the faculty member and the divisional and departmental chairpersons. (NOTE: If the divisional or departmental chairperson is him/herself a tenure-track faculty member, the annual evaluation will be conducted by the remaining chairperson and a senior faculty member from the faculty member's department or division selected by the senior faculty in the faculty member's division).
3. Teaching Evaluations: Tenure-track faculty members are required to participate in the College's evaluation process. During their first three years at the College, tenure-track faculty members are

observed annually by the VPAA/Dean or his/her representative and their divisional chairpersons. During this period, faculty members must also seek one observation by their departmental chairperson and one by a senior faculty member, either within or outside of the faculty member's department/division. A schedule for subsequent teaching observations is established by the faculty member, the divisional and departmental chairpersons, and the VPAA/Dean following the Third-Year Review. Faculty evaluators are required to use the Faculty Classroom Observation Form when completing these evaluations.

4. Third-Year Review

During the Spring semester of the faculty member's third year, s/he completes the Third-Year Review, which is intended to provide a formal assessment of the faculty member's ongoing progress in the areas of teaching, scholarly/artistic/professional achievement, and service. While this progress is evaluated during the faculty member's first two years through self-assessments, year-end assessments by the divisional chairperson, and year-end meetings with the VPAA/Dean, Third-Year Review provides an opportunity for the faculty member's progress to be evaluated by CoPT as well. The guidelines for this review are as follows:

- a. By March 15th of the faculty member's third year at the College (or the first business day thereafter), the faculty member submits five hard copies of the Third-Year Review to the Office of Academic Affairs, with a copy to the divisional and departmental chairpersons. Once submitted, this document becomes part of the faculty member's academic file, which is closed at 5:00pm on March 15th (or the first business day thereafter) and remains closed until the Third-Year Review is complete.
- b. CoPT reviews the faculty member's academic file and course observations and completes the Third-Year Review CoPT Response. This response must be received by the faculty member, the divisional and departmental chairpersons and the VPAA/Dean by May 1st (or the first business day thereafter). In reviewing the faculty member's record, CoPT is charged with assessing his/her progress in reaching the criteria of excellence in teaching, scholarly/artistic/professional achievement, and service as defined in this document. CoPT is not determining whether or not the faculty member has *met* these criteria but rather that the faculty member is making sufficient progress towards doing so. In other words, CoPT is evaluating the faculty member's progress relative to his/her third year at the College.
- c. After receiving CoPT's response, the faculty member drafts the Post-Third Year Review Development Plan and prior to June 15th (or the first business day thereafter), the faculty member, divisional chairperson, and VPAA/Dean meet to discuss CoPT's recommendations and to review this draft.
- d. No later than 5:00pm on September 1st (or the first business day thereafter), the faculty member submits the completed development plan, signed by the faculty member, the divisional chairperson, and the VPAA/Dean to the Office of Academic Affairs for inclusion in the faculty member's academic file. The faculty member provides copies for the divisional and departmental chairpersons.
- e. The following guidelines must be followed during the faculty member's remaining years on the tenure track:
 - i. During each remaining year prior to applying for tenure, faculty members are required to continue completing self-assessments and divisional chairpersons complete Year-End Assessment of Tenure-Track Faculty, which are added to the faculty member's academic file. The faculty member, the divisional chairperson, or the departmental chairperson may request to meet to review these self-assessments, though such meetings are not required.
 - ii. Faculty members are required to meet with the VPAA/Dean and divisional chairperson in the year preceding the tenure application year to assess the faculty member's progress with regard to the goals and expectations articulated in the faculty member's Post-Third Year Review Development Plan. Following

this meeting, The VPAA/Dean completes the VPAA/Dean's Year-End Assessment of Tenure-Track Faculty. At the request of the faculty member, divisional chairperson, and/or VPAA/Dean, additional meetings that include all three parties may be scheduled.

- iii. Following their third-year review, faculty members are required to schedule three additional teaching observations prior to applying for tenure, one by the VPAA/Dean or his/her representative, one by the divisional or departmental chairperson, and one by a senior colleague either within or outside of the faculty member's department/division prior to applying for tenure. At the request of the faculty member, the divisional or departmental chairperson, and/or the VPAA/Dean, additional teaching observations may be scheduled. Faculty evaluators are required to use the Faculty Classroom Observation Form when completing these evaluations.

4.03.04. Evaluation of Associate Professors

As Associate Professors anticipate applying for promotion to Professor, it is incumbent upon them to continue building a record of accomplishment in the areas of teaching, scholarly/artistic/professional achievement, and service in order to demonstrate that they have met the criteria for promotion outlined in this document. This includes demonstrating sustained commitment to their continued pedagogical growth and development and to accumulate evidence showing that they meet the criteria of exemplary teaching required for this promotion. They are urged to work collaboratively with their divisional and departmental chairpersons to articulate a plan for accomplishing these goals. As part of this process, they are required to seek three additional teaching evaluations after earning promotion, including one from the VPAA/Dean or his/her representative, one from his/her divisional or departmental chairperson, and one from a senior colleague within or outside of his/her division. These evaluations must be completed prior to the start of the Tenure/Promotion Application Period (i.e., February 1st of the year prior to the decision year in which the faculty member anticipates applying for promotion). Faculty evaluators are required to use the Faculty Classroom Observation Form when completing these evaluations.

In anticipation of applying for promotion to Professor, faculty members are encouraged to schedule a joint meeting with their divisional chairperson and the VPAA/Dean for input on their timeline for submitting this application and their progress towards meeting the criteria for this promotion. It is expected that this meeting will occur prior to the start of the Tenure/Promotion Application Period (i.e., February 1st of the year prior to the decision year in which the faculty member anticipates applying for promotion).

4.04. Tenure and/or Promotion Application Process

Faculty members at the College play an integral role in the processes that lead to hiring tenure-track faculty members and to awarding tenure and/or promotion. Senior faculty, in particular, are expected to work in collaboration with divisional and departmental chairpersons on guiding tenure-track faculty members during their years prior to applying for tenure. This includes, but is not limited to, writing teaching observations of tenure-track faculty members, inviting tenure-track faculty members to observe their classes, engaging in discussions about pedagogical and curricular development, and offering guidance and support with regard to tenure-track faculty members' scholarly/artistic/professional achievement and service. The faculty's role in the decision-making process continues through the election of tenured faculty members to CoPT. This committee is charged with reviewing the Candidate's application and all supporting materials and with making a formal recommendation to the President of the College. Specific guidelines for each stage of the process are detailed below.

4.04.01. Adding Material to the Candidate's Academic File and Tenure/Promotion Application File

1. The Academic Faculty File is housed in the Office of the VPAA/Dean and includes all documents outlined in the Policy on Faculty Files in the *Faculty Handbook*. Individuals other than the Candidate may add material to the Candidate's academic faculty file until five business days

- prior to the closing date. During those five business days prior to the closing date, only the Candidate may add material to his/her academic faculty file. During the two weeks prior to the closing date, the Candidate must inspect his/her academic file and complete the File Certification.
2. The Candidate's Tenure/Promotion Application File is created by the Office of Academic Affairs prior to the start of the tenure/promotion application period and is housed in the Office of Academic Affairs. Only documents required as part of this application process may be added to the faculty member's tenure/promotion application file. Documents that are required as part of the tenure and/or promotion process that are written by individuals other than the Candidate may be added to the Candidate's tenure/promotion application file until five business days prior to the closing date. During those five business days prior to the closing date, only the Candidate may add material to his/her tenure/promotion application file. During the two weeks prior to the closing date, the Candidate must inspect his/her tenure/promotion application file and complete the File Certification.
 3. In exceptional cases at the discretion of the VPAA/Dean, additional documents may be added to the Candidate's academic faculty file and tenure/promotion application file during the five business days prior to the October 1st closing date. In such cases, the Candidate is to receive immediate notification that additional items have been added to his/her academic faculty file. The Candidate has five business days from the date of notification to respond to this newly added material, if desired. Note that this provision allows the Candidate's response to be added to the file after the October 1st closing date.
 4. After the October 1st closing date, material may only be added to the Candidate's academic file and tenure/promotion application file under extenuating circumstances and with the approval of CoPT. Requests to add material to the academic file or tenure/promotion application file will only be entertained between the October 1st closing date and January 15th of the decision year (or the first business day thereafter). To request that material be added to the academic file or tenure/promotion application file after the closing date, the Candidate contacts the VPAA/Dean to explain the rationale for the request. The VPAA/Dean immediately forwards this request to the Chair of CoPT, who consults with committee members to determine if the request will be approved. The Chair of CoPT communicates the committee's decision to the Candidate within five business days of receiving the request, copying the VPAA/Dean. A notation of the date of inclusion is included on any materials added to the academic file or tenure/promotion application file.

4.04.02. Notification of Tenure/Promotion Application Process

By September 1st of the year preceding the decision year (or the first business day thereafter), the VPAA/Dean must inform a tenure-track faculty member in writing that s/he will be considered for tenure. A copy of this letter is forwarded to the divisional and departmental chairpersons and CoPT.

When a faculty member is applying for promotion to the rank of Associate Professor (without simultaneously applying for tenure) or Professor, s/he must notify the VPAA/Dean and his/her divisional and departmental chairpersons by October 1st of the year preceding the decision year (or the first business day thereafter).

4.04.03. Departments/Programs and Tenure

In the letter informing a tenure-track faculty member that s/he will be considered for tenure, the VPAA/Dean must confirm for the Candidate and CoPT the department/program in which s/he will be considered for tenure. When tenure is granted, the department/program in which it is granted must be specified.

4.04.04. Process for Applying for Tenure and/or Promotion to Associate Professor or Professor

4.04.04.a. Departmental Assessment

1. Prior to September 1st of the decision year, the departmental chairperson solicits input from senior faculty members in the department and completes the Departmental Chairperson's Assessment of Candidates for Tenure and/or Promotion, in which s/he assesses the Candidate's progress in meeting the criteria for tenure and/or promotion as defined in this document. This form must be submitted to the Office of Academic Affairs by 5:00pm on September 1st of the decision year (or the first business day thereafter) for inclusion in the Candidate's tenure/promotion application file, with copies to the Candidate, the divisional chairperson, and senior faculty members in the Candidate's department.
2. Senior faculty members in the department may choose to voice their opinions in individual letters. In such instances, letters must be received by the Office of Academic Affairs no later than five business days prior to the closing date (or the first business day thereafter) for inclusion in the Candidate's tenure/promotion application file.

4.04.04.b. Evaluation of Teaching

The divisional chairperson submits the Divisional Chairperson's Assessment of Candidate's Teaching to the Office of Academic Affairs.

1. No later than 5:00pm on September 15th of the decision year (or the first business day thereafter), the divisional chairperson completes this form and submits it to the Office of Academic Affairs for inclusion in the Candidate's tenure/promotion application file, with copies to the Candidate and the departmental chairperson.

4.04.04.c. Evaluation of Scholarly/Artistic/Professional Achievement

In total, four external evaluations of the Candidate's scholarly/artistic/professional achievement are required.

1. Two letters from evaluators selected by the Candidate
 - a. By February 1st of the year preceding the decision year (or the first business day thereafter), the Candidate, in consultation with his/her departmental chairperson, submits to his/her divisional chairperson the names of two experts within his/her field external to the College who will evaluate his/her accomplishments in this area. It is incumbent upon the Candidate to work collaboratively with his/her departmental chairperson to select evaluators they deem to be highly qualified and capable of being as objective as possible in their assessments.
 - b. Within two weeks of receiving these names, the divisional chairperson contacts the recommended evaluators to invite them to serve as external evaluators.
 - i. When the divisional chair receives a positive reply, s/he immediately sends this evaluator the college-wide form letter for external evaluators, Candidate's *curriculum vitae* and all supplemental materials submitted by the Candidate (see the *Faculty Handbook* for a discussion of what constitutes appropriate supplemental materials). The divisional chairperson confirms with each evaluator that his/her evaluation must be received by the divisional chairperson no later than June 15th of the year preceding the decision year.
 - ii. When the divisional chair receives a negative reply, s/he immediately contacts the Candidate to identify an alternative evaluator.
 - c. It is incumbent upon the divisional chairperson to secure two external evaluators recommended by the Candidate no later than April 1st of the year preceding the decision year (or the first business day thereafter).
 - d. No later than June 30th of the year preceding the decision year (or the first business day thereafter), the divisional chairperson sends these external evaluations to the Office of Academic Affairs for inclusion in the Candidate's tenure/promotion application file, with copies to the Candidate.
 - e. It is incumbent upon the divisional chairperson to notify the Candidate in writing if there is a delay in receiving an external evaluation. This letter must summarize the divisional chairperson's efforts to secure this evaluation before the June 15th deadline, the reason(s)

why s/he was unable to do so, and the date by which s/he expects to receive it. A copy of this letter is forwarded to the Office of Academic Affairs for inclusion in the Candidate's tenure/promotion application file.

2. Two letters from evaluators selected by the VPAA/Dean and divisional chairperson
 - a. By February 1st of the year preceding the decision year (or the first business day thereafter), the Candidate submits to his/her divisional chairperson the name of no more than three expert(s) within his/her field whom the Candidate does not want to serve as an external evaluator.
 - b. Prior to April 1st of the year preceding the decision year (or the first business day thereafter), the divisional chairperson, in consultation with the VPAA/Dean, selects two persons to evaluate the Candidate's accomplishments in scholarship/artistic achievement. In making these decisions, the VPAA/Dean and divisional chairperson typically consult with the departmental chairperson and/or senior faculty members in the Candidate's department when the Candidate's scholarly/artistic work is in a discipline other than their own areas of expertise.
 - c. Upon identifying these names, the divisional chairperson invites them to serve as external evaluators.
 - i. When the divisional chair receives a positive reply, s/he immediately sends this evaluator the college-wide form letter for external evaluators, the Candidate's *curriculum vitae* and all supplemental materials submitted by the Candidate (see the *Faculty Handbook* for a discussion of what constitutes appropriate supplemental materials). The divisional chairperson confirms with each evaluator that his/her evaluation must be received by the divisional chairperson no later than June 15th of the year preceding the decision year.
 - ii. When the divisional chair receives a negative reply, s/he immediately contacts the VPAA/Dean to identify an alternative evaluator.
 - d. It is incumbent upon the divisional chairperson to secure two external evaluators selected in consultation with the VPAA/Dean no later than April 1st of the year preceding the decision year (or the first business day thereafter).
 - e. No later than June 30th of the year preceding the decision year (or the first business day thereafter), the divisional chairperson sends these external evaluations to the Office of Academic Affairs for inclusion in the Candidate's tenure/promotion application file, with redacted copies (in which any text or other markings that could identify the evaluator have been removed) to the Candidate.
 - f. It is incumbent upon the divisional chairperson to notify the Candidate in writing if there is a delay in receiving an external evaluation. This letter must summarize the divisional chairperson's efforts to secure this evaluation before the June 15th deadline, the reason(s) why s/he was unable to do so, and the date by which s/he expects to receive it. A copy of this letter is forwarded to the Office of Academic Affairs for inclusion in the Candidate's tenure/promotion application file.

4.04.04.d. Evaluation of Service

The divisional chairperson solicits three confidential letters from colleagues recommended by the Candidate.

1. By May 1st of the year preceding the decision year (or the first business day thereafter), the Candidate, in consultation with his/her departmental chairperson, submits to his/her divisional chairperson five names of people who can evaluate his/her accomplishments in the area of service. Normally, these names are drawn from senior faculty colleagues at the College. When the Candidate has engaged in service external to the College, s/he can also include people from outside the College who can speak to this work. In such instances, the Candidate may request that one of the three solicited letters come from a person external to the College. (See the *Faculty Handbook* for a fuller discussion of the

purpose of these letters and the guidelines that the Candidate should keep in mind in compiling his/her list of potential evaluators).

2. By June 1st of the year preceding the decision year (or the first business day thereafter), the divisional chairperson consults with the VPAA/Dean to select three evaluators in the area of service. The divisional chairperson acquires written commitments from each evaluator and sends them the Candidate's *curriculum vitae*. The divisional chairperson confirms with each evaluator that his/her written evaluation will remain confidential and must be received by the divisional chairperson no later than September 1st of the decision year (or the first business day thereafter).
3. Upon receiving these letters and no later than September 15th of the decision year (or the first business day thereafter), the divisional chairperson prepares redacted versions of them (removing any text or other markings that could identify the evaluator) and sends them to the Candidate. The original letters are forwarded to the Office of Academic Affairs for inclusion in the Candidate's confidential file.

4.04.05. The Candidate submits five hard copies of his/her completed Application to the Office of Academic Affairs

1. There are two Application Forms: Application for Tenure with Promotion; Application for Promotion.
2. Once completed, the Candidate submits five hard copies of his/her application to the Office of Academic Affairs by 5:00pm on October 1st of the decision year (or the first business day thereafter). At 5:00pm on October 1st (or the first business day thereafter), the Candidate's academic file, tenure/promotion application file, and confidential file are closed and remain closed until after the tenure and/or promotion decision has been made and all appeals have been resolved.
3. During the week prior to the October 1st closing date, the Candidate must review the contents of his/her academic file and tenure/promotion application file and complete the File Certification.

4.04.06. CoPT reviews the Candidate's application and supporting documentation and makes its recommendation.

1. In determining its recommendation, CoPT considers the Candidate's application, Third-Year Review CoPT Response, and Post-Third Year Review Development Plan as further informed by the supporting documentation, the academic file, and the confidential file.
2. CoPT members (individually or collectively) may not conduct external research or consult information that is extraneous to the above listed materials in evaluating a Candidate's application for tenure/promotion, except in a case where CoPT needs to verify a fact about the information included in the application.
3. CoPT's recommendation must be based solely on the criteria for tenure and/or promotion defined in this document.
4. The completed CoPT Recommendation Form is sent to the President on January 15th of the decision year (or the first business day thereafter), by 3:00pm, with a copy sent at the same time via overnight mail to the Candidate. Note that if CoPT has its recommendation ready prior to January 15th, it is held by the Office of Academic Affairs until January 15th (or the first business day thereafter). A copy of the CoPT Recommendation is sent to the VPAA/Dean and the divisional and departmental chairpersons.
5. The CoPT recommendation must represent the views expressed by all members of the Committee and be signed by all members of the Committee. However, an individual member of CoPT who has a dissenting opinion may choose not to sign the CoPT Recommendation but instead write his/her own letter to express this opinion. When this occurs, this letter must also be submitted to the President, with a copy sent via overnight mail to the Candidate, by 5:00pm on January 15th of the decision year (or the first business day thereafter). Copies are sent to the VPAA/Dean and the divisional and departmental chairpersons.
6. The Candidate has the option of responding to CoPT's recommendation by completing the Candidate's Optional Response to Recommendation, which may only address specific items raised in

CoPT's recommendation. Under no circumstances may the Candidate introduce information that extends beyond the scope of this recommendation. Candidates have until February 7th of the decision year (or the first business day thereafter) to submit this response. Completed forms are submitted to the President, with copies to the VPAA/Dean, CoPT and the divisional and departmental chairpersons. Once a response is submitted, the President confirms with the Candidate that s/he has received it and it becomes part of the Candidate's tenure/promotion application file and moves on to each subsequent stage of the decision-making process.

4.04.07. The VPAA/Dean reviews all materials related to the Candidate's application and makes his/her recommendation.

1. In determining his/her recommendation, the VPAA/Dean considers the Candidate's application, Third-Year Review CoPT Response, Post-Third Year Review Development Plan, and COPT's recommendation regarding tenure and promotion, as further informed by the supporting documentation, the academic file, and the confidential file.
2. The VPAA/Dean may not conduct external research or consult information that is extraneous to the above listed materials in evaluating a Candidate's application for tenure/promotion, except in a case where s/he needs to verify a fact about the information included in the application.
3. The VPAA/Dean's recommendation must be based solely on the criteria for tenure and/or promotion defined in this document.
4. The VPAA/Dean Recommendation is sent to the President on February 15th of the decision year (or the first business day thereafter), by 3:00pm, with a copy sent at the same time via overnight mail to the Candidate. Note that if the VPAA/Dean has his/her recommendation ready prior to February 15th, it is held by the Office of Academic Affairs until February 15th (or the first business day thereafter). Copies are also sent to CoPT and the divisional and departmental chairpersons.
5. The Candidate has the option of responding to the VPAA/Dean's recommendation by completing the Candidate's Optional Response to Recommendation, which may only address specific items raised in the VPAA/Dean's recommendation. Under no circumstances may the Candidate introduce information that extends beyond the scope of this recommendation. Candidates have until March 1st (or the first business day thereafter) to submit this response. Completed forms are submitted to the President, with copies to the VPAA/Dean, CoPT and the divisional and departmental chairpersons. Once a response is submitted, the President confirms with the Candidate that s/he has received it and it becomes part of the Candidate's tenure/promotion application file and moves on to each subsequent stage of the decision-making process.
6. Within two weeks of submitting the VPAA/Dean Recommendations, the VPAA/Dean schedules a consultative meeting with CoPT.

4.04.08. The President reviews all materials related to the Candidate's application and makes his/her recommendation to the Board of Trustees.

1. In determining his/her recommendation, the President considers the Candidate's application, Third-Year Review CoPT Response, Post-Third Year Review Development Plan and the recommendations of both CoPT and the VPAA/Dean, as further informed by the supporting documentation, the academic file, and the confidential file.
2. The President may not conduct external research or consult information that is extraneous to the above listed materials in evaluating a Candidate's application for tenure/promotion, except in a case where s/he needs to verify a fact about the information included in the application.
3. The President's recommendation must be based solely on the criteria for tenure and/or promotion defined in this document.

4.04.09. The Board of Trustees votes on the President's recommendation.

1. Final authority in the granting of tenure and/or promotion remains in the discretionary power of the Board of Trustees.

2. Following action by the Board of Trustees, the President writes to the Candidate to notify him/her of this action. Copies of this letter are sent to the VPAA/Dean, CoPT, and the divisional and departmental chairpersons.

4.05. Process for Applying for Promotion to Professor Emeritus/a

4.05.01. Option 1: The VPAA/Dean in consultation with the Candidate's divisional chairperson recommends the faculty member for Promotion to Professor Emeritus/a.

1. By 5:00pm on January 15th of the decision year (or the first business day thereafter), the VPAA/Dean and/or the Candidate's divisional chairperson, in consultation with his/her departmental chairperson, submits to the Office of Academic Affairs a nomination letter accompanied by three letters of support from colleagues within and/or outside of the College who can attest to the Candidate's qualifications according to the criteria defined in this document.
2. CoPT reviews this material and submits the completed CoPT Recommendation by 5:00pm on February 15th of the decision year (or the first business day thereafter) to the President, with copies to the Candidate, VPAA/Dean, and divisional and departmental chairpersons.
3. The President reviews this material and makes his/her recommendation to the Board of Trustees.
4. Following action by the Board of Trustees, the President writes to the Candidate to notify him/her of this action. Copies of this letter are sent to the VPAA/Dean, CoPT, and the divisional and departmental chairpersons.

4.05.02. Option 2: The Candidate submits an Application for Promotion to Professor Emeritus/a.

1. By January 15th of the decision year (or the first business day thereafter), the Candidate submits to the Office of Academic Affairs an Application Letter accompanied by three letters of support from colleagues within and/or outside of the College who can attest to the Candidate's qualifications according to the criteria defined in this document.
2. CoPT and the VPAA/Dean review this material and submit their recommendations by 5:00pm on February 15th of the decision year (or the first business day thereafter) to the President, with copies to the Candidate and divisional and departmental chairpersons.
3. The President reviews this material and makes his/her recommendation to the Board of Trustees.
4. Following action by the Board of Trustees, the President writes to the Candidate to notify him/her of this action. Copies of this letter are sent to the VPAA/Dean, CoPT, and the divisional and departmental chairpersons.

4.06. Criteria for Promotion and/or Tenure

4.06.01: General Principles for Granting Tenure

1. Length of service and adequate performance of regular duties do not, of themselves, constitute a sufficient basis for the granting of tenure.
2. By September 1st of the year preceding the decision year (or the first business day thereafter), the VPAA/Dean informs a tenure-track faculty member in writing that s/he will be considered for tenure. In that letter, the VPAA, in consultation with the divisional and departmental chairpersons, confirms for the Candidate and CoPT the department/program in which s/he will be considered for tenure. When tenure is granted, the department/program in which it is granted must be specified.
3. A Candidate for tenure is assessed in the areas of teaching, scholarly/artistic/professional achievement, and service. Of these three areas, teaching is primary and therefore receives highest priority. While teaching is prioritized, faculty members must also meet the criteria for scholarly/artistic/professional achievement and service as defined in this document.
4. It is recognized that the degree of intersection among faculty members' teaching, scholarly/artistic/professional achievement, and service varies. While faculty members may choose to highlight such connections in applying for tenure, they are not required criteria for granting tenure.

5. When a faculty member is assessed for tenure, past achievements prior to employment at the College and prospects for continued or increased future achievements shall both be considered. However, past achievements and future promise alone are insufficient evidence that the Candidate has met the criteria for tenure.
6. Assistant Professors may not apply for tenure without simultaneously applying for promotion to the rank of Associate Professor.
7. The criteria for tenure remain the same for a Candidate who has already earned promotion to the rank of Associate Professor. It is incumbent upon the Candidate to demonstrate continued growth and development in each of the three areas of evaluation during the intervening period.
8. Customarily, to be granted tenure, the Candidate shall have achieved a terminal degree appropriate to the field in which tenure is being sought. The exception is the case when the person has been appointed with a degree equivalency noted in their appointment letter.

4.06.02. Needs Criteria

The needs of divisions and the College can change over time. When the divisional chairperson and VPAA/Dean make judgments about the needs of a division of the College in connection with a tenure decision, they must document their claims in terms of plans and programs of a division or of the College. Persons seeking tenure must meet the needs criteria as defined below.

1. By November 15th of the year preceding the decision year (or the first business day thereafter), the divisional chairperson, in consultation with the departmental chairperson, submits the completed Divisional Chairperson's Certification of Need to CoPT and the VPAA/Dean, with a copy to the Candidate and the departmental chairperson. Among the factors that the divisional chairperson must consider in completing this form are the following:
 - a. Present and recent enrollment in the Candidate's academic area
 - b. The projected future enrollment in the Candidate's academic area
 - c. The relative importance of the Candidate's academic area to the educational goals of the College
 - d. The relationship of the Candidate's academic area to the plans and programs of the department and division
2. By December 15th of the year preceding the decision year (or the first business day thereafter), the VPAA/Dean submits the completed VPAA/Dean's Certification of Need to CoPT, with a copy to the Candidate and the divisional and departmental chairpersons. Among the factors that the VPAA/Dean must consider in preparing the certification are the following:
 - a. The divisional chairperson's certification and its basis
 - b. The relationship of the needs of the Candidate's department and division to the needs of other departments and divisions
 - c. The relative importance of the Candidate's academic area to the educational goals of the College
3. In the event that the divisional chairperson and the VPAA/Dean conclude that the needs criteria are not met, the President shall inform the Candidate in writing by January 15th of the year preceding the decision year (or the first business day thereafter) that s/he will not be renewed beyond the following academic year.
4. In the event that the divisional chairperson and the VPAA/Dean reach conflicting conclusions regarding the need for the tenure line, the matter is referred immediately to the President. The President shall notify CoPT, the VPAA/Dean, the divisional chairperson, and the Candidate of his/her decision regarding the need for the tenure line by January 31st of the year preceding the decision year (or the first business day thereafter). If the President confirms the need for the tenure line, the application process moves forward. If the President concludes that the needs criteria have not been met, the Candidate is notified that s/he will not be renewed beyond the following academic year.

4.06.03. Criteria for Granting Tenure

1. All Candidates for tenure must demonstrate excellence in teaching, scholarly/artistic/professional achievement, and service. While the term “excellence” applies in specific ways to each of the areas of evaluation, it is taken first and foremost to reflect work that is “pre-eminent; extremely good” (*Oxford Modern English Dictionary*, 1996). One’s work in each of the areas of evaluation is deemed excellent insofar as it is of distinguished quality. An extended discussion of these criteria is in the *Faculty Handbook*.
2. There is no quantification of accomplishments in the areas of teaching, scholarly/artistic/professional achievement, and/or service that defines “excellence.” Rather, applications for tenure are judged based on an assessment of each Candidate’s ability to meet the mutually agreed upon goals that were articulated during annual reviews and the third-year review. The application and supporting documentation serves as evidence of such accomplishments.
3. Candidates for tenure are evaluated based on the merits of their individual applications and supporting materials. Individual candidates for tenure are not measured against other candidates for tenure in a given academic year.
4. Excellence in Teaching: All Candidates for tenure must demonstrate teaching excellence. Drawing from a thorough knowledge of his/her field, an excellent teacher presents effectively that field’s concepts and content. Excellent teaching is student-centered, stimulating intellectual curiosity and encouraging independent and informed learning.
5. Excellence in Scholarly/Artistic/Professional Achievement: During the years prior to tenure, the Candidate must demonstrate sustained scholarly/creative/professional activity as well as promise of future accomplishment. There is no quantity of scholarly publication, artistic production, or professional achievement that defines “excellence.” Candidates for tenure are required to have produced a quantity of scholarly/artistic/professional product that is in line with the mutually agreed upon goals articulated during annual reviews and the third-year review. Emphasis is placed on scholarly/creative/professional products that have been disseminated outside of the College and are deemed to be of high quality. It is understood that criteria for judging productivity and accomplishment may vary from discipline to discipline.
6. Excellence in Service: The Candidate is expected to contribute to the work of the College in ways other than teaching, which may include contributions within his/her department or division, on faculty and/or administrative committees, through other activities of the College, and through external activities that help to enhance the identity of the College. The nature and extent of service activities may vary from Candidate to Candidate depending upon the discipline, areas of interest and expertise. There is no pre-determined quantity of service that defines “excellence.” Candidates for tenure are required to prove success in meeting mutually agreed upon goals in service that were articulated during annual reviews and the third-year review. A Candidate may include curricular and programmatic administrative accomplishments that advance the mission of the College, achieved while holding a faculty position in which part-time administrative service is embedded, whether compensated or not. Quantity of service alone does not constitute excellence.

4.06.04. General Principles for Granting Promotion

1. Decisions about applications for promotion to Associate Professor are based upon the teaching, scholarly/artistic/professional achievement, and service criteria outlined in the section on tenure in this document.
2. Assistant Professors may apply for promotion to the rank of Associate Professor prior to applying for tenure.
3. A Candidate for promotion is assessed in the areas of teaching, scholarly/artistic/professional achievement, and service. Of these three areas, teaching is primary and therefore receives highest priority. While teaching is prioritized, faculty members must also meet the criteria for scholarly/artistic/professional achievement and service as defined in this document.
4. Candidates for promotion are evaluated based on the merits of their individual applications and supporting materials. Individual candidates for promotion are not measured against other candidates for promotion in a given academic year.

5. It is recognized that the degree of intersection among faculty members' teaching, scholarly/artistic/professional achievement, and service varies. While faculty members may choose to highlight such connections in applying for promotion, they are not required criteria for granting promotion.
6. A candidate whose application for promotion to the rank of Professor has been twice denied may not re-apply for two full years after the second decision date.

4.06.05. Criteria for Promotion to the Rank of Professor

1. A tenured faculty member, during or after his/her fifth year at the rank of Associate Professor at the College, may apply for promotion to Professor. Candidates for Professor prepare their application for promotion by choosing one of two possible routes.
 - a. Evidence of Exemplary Teaching; Evidence of Exemplary Scholarly/Artistic/Professional Achievement; Evidence of Excellence in Service
 - b. Evidence of Exemplary Teaching; Evidence of Exemplary Service; Evidence of Excellence in Scholarly/Artistic/Professional Achievement
2. While the term "exemplary" applies in specific ways to each of the areas of evaluation, it is taken first and foremost to reflect work that is "fit to be imitated; outstandingly good" (*Oxford Modern English Dictionary*, 1996). One's work in each of the areas of evaluation is deemed exemplary insofar as it serves as a model for colleagues. An extended discussion of these criteria can be found in the *Faculty Handbook*.
3. Exemplary Teaching: Exemplary teaching assumes and exceeds excellence in teaching. It reflects mastery of one's subject matter, including knowledge of the most recent developments within one's field(s) of expertise, and an ability to share this knowledge effectively in the classroom. It requires ongoing pedagogical growth and development as well as active participation in mentoring of faculty. It is measured by the breadth and depth of one's teaching within the context of the specific needs of one's department, division, and the College.
4. Exemplary Scholarly/Artistic/Professional Achievement: Exemplary Scholarly/Artistic/Professional Achievement assumes and exceeds excellence in scholarly/artistic/professional achievement. There is no pre-established quantity of scholarly/artistic/professional product that defines "exemplary." Rather, "exemplary" scholarly/artistic/professional achievement reflects continued and sustained productivity since one's last promotion. It also assumes a quality of work deemed of high quality by external evaluators within one's field.
5. Exemplary Service: Exemplary service assumes and exceeds excellence in service. More than quantity of service, it requires a depth of service that reflects one's sustained commitment to the improvement of the College in ways that advance its mission. It is evidenced by accomplishments in formal and/or informal leadership roles within one's department and/or division and/or to the broader College community. A Candidate may include curricular and programmatic administrative accomplishments that advance the mission of the College, achieved while holding a faculty position in which part-time administrative service is embedded, whether compensated or not. Quantity alone does not constitute exemplary service.

4.06.06. Criteria for Promotion to Professor Emeritus/a

In promoting a faculty member to the rank of Professor Emeritus/a, the College not only acknowledges the Candidate's ongoing contributions since his/her last promotion, it also expresses its desire to maintain a relationship with the faculty member as s/he retires. This includes inviting Professors Emeritus/a to take part in Commencement, Honors Day, and other major College events and ceremonies, listing their names and rank in the College Catalogue and other appropriate College documents, and providing opportunities for them, at the discretion of the VPAA/Dean and divisional chairpersons, to teach at the College. The College asks its Professors Emeritus/a to continue participating in the life of the College and to cite their relationship with the College in their publications, creative works, and other public presentations.

1. Eligibility

- a. Candidates for promotion to the rank of Professor Emeritus/a must hold the rank of Associate Professor or Professor.
 - b. Faculty members must have completed a minimum of ten years of full-time, post-tenure service at Marymount Manhattan College prior to applying for promotion to Professor Emeritus/a.
 - c. Faculty members are eligible to become Candidates for promotion to Professor Emeritus/a during their final academic year of employment and remain eligible for this promotion until January 15th of their first year of retirement.
2. Consideration for this promotion is based upon the Candidate's sustained contribution to the College community since his/her last promotion. This contribution is generally reflected in the Candidate's continued exemplary work in teaching and in either scholarly/artistic/professional achievement or service during this time.

4.06.07. Grieving tenure and/or promotion decisions

Any faculty member may grieve a decision regarding tenure and/or promotion according to the following process:

1. The faculty member (grievant) alerts the Chair of the Grievance Committee in writing within fifteen business days of receiving notification of the decision of his/her intention to file a formal Grievance.
2. The Chair of the Grievance Committee immediately alerts committee members and the VPAA/Dean that s/he has been notified of an impending grievance.
3. Within thirty business days of submitting this notice of intent to file a grievance, the grievant submits a written summary outlining the case for reconsideration of the tenure and/or promotion decision. This case must be based on and limited to allegations of specific procedural errors. This document is submitted in writing or electronically to the Chair of the Grievance Committee, who immediately circulates it to the members of the committee and the VPAA/Dean.
4. The full Grievance Committee will decide, on the strength of the grievant's petition, if a detailed investigation will take place. The Committee has the right to call for statements and material evidence from any member of the academic community it deems able to assist in its inquiries. The Committee may base its findings on the following: a review of any written record of the consideration process; written responses from person(s) against whom the grievance has been brought; and confidential interviews with the VPAA/Dean, COPT member(s), relevant divisional chairperson, plus any other interested persons. Interviewees can request that their confidential interview be recorded or that minutes be taken by a Committee member for approval by the interviewee. It will be up to the discretion of the Grievance Committee to determine which information provided is relevant to the appeal.
5. Within thirty business days of receiving the grievant's petition, the Chair will communicate the Committee's findings in writing to the President of the College, with copies to the grievant and the VPAA/Dean. The Committee may seek an extension of this deadline, which may be granted by the VPAA/Dean with the approval of the grievant.
6. If the Grievance Committee sustains the grievant's appeal, the President of the College must, within ten business days of receiving the Grievance Committee's findings, determine if the grievant's application for tenure and/or promotion warrants review. The President communicates this decision in writing to the grievant, with copies to the Chair of the Grievance Committee and the VPAA/Dean.
7. All Grievance Committee proceedings are confidential. Records are maintained by the Committee chair and are submitted to the Faculty Council Archive when completed.
8. If there is a conflict of interest on the part of a member of the Grievance Committee, the Committee will request that the Faculty Council temporarily appoint one or more substitutes from among the eligible faculty for service on the applicable case.

4.07. Termination of Appointment

4.07.01. Termination of Appointment by a Faculty Member

A faculty member may terminate his/her appointment effective at the end of an academic year, provided that s/he gives notice in writing at the earliest possible opportunity, but no later than 30 days after receiving notification of the terms of his/her appointment for the coming year. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where s/he would otherwise be denied substantial professional advancement or other opportunity.

4.07.02. Termination of Appointment by the College

There are four circumstances under which a tenured, tenure-track, or special appointment may be terminated by the College before the end of the period of appointment.

4.07.02.a. Termination based on financial exigency

The Board of Trustees may declare a state of fiscal exigency when a financial crisis affects the College's economic viability. Procedures for establishing that the College is in a state of financial exigency are outlined in the College's Financial Exigency Plan. In the case of termination of appointment due to financial exigency, the following procedures apply:

1. The faculty member will be given notice as soon as possible, and never less than one full semester's notice, or in lieu thereof given severance compensation for one full semester.
2. If the College terminates an appointment due to financial exigency, it will not at the same time make new appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.
3. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.
4. Before terminating an appointment because of financial exigency, the College will make an effort to place the faculty member concerned in another suitable position within the institution.
5. In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

4.07.02.b. Termination based on bona-fide discontinuance of a program or department of instruction

The faculty participate, through the Faculty Council, Academic Policy Committee, and Curriculum Committee, in considering the discontinuance of an academic program or department, although the final decision rests with the Board of Trustees. In the case of termination of appointment due to bona-fide discontinuance of a program or department of instruction, the following procedures apply:

1. The faculty member will be given notice as soon as possible, and never less than one full semester's notice, or in lieu thereof given severance compensation for one full semester.
2. The College will make an effort to place affected faculty members in other suitable positions.
3. The faculty member's position will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

4.07.02.c. Termination based on medical reasons

Termination of a tenured, tenure-track, or special appointment before the end of the period of appointment due to inability to perform for medical reasons will be in compliance with Human Resource policies.

4.07.02.d. Termination as a result of a dismissal

If termination is the result of a dismissal, it will be pursuant to the procedure specified below.

4.07.02.e. In all cases of termination of a tenured, tenure-track, or special appointment before the end of the period of appointment the faculty member shall be able to have the matter considered by the Grievance Committee, with ultimate determination of all controverted issues by the Board of Trustees.

4.07.03. Termination or Suspension of Appointment and Salary

4.07.03.a. In cases of termination due to financial exigency or bona-fide discontinuance of a program or department of instruction the faculty member will be given notice as soon as possible, and never less than one full semester's notice, or in lieu thereof given severance compensation for one full semester.

4.07.03.b. Short-term and Long-term suspensions, when imposed as a disciplinary action, may be with or without pay as determined by the President.

4.07.03.c. When a faculty member is suspended pending a determination on dismissal, this suspension is with pay.

4.07.03.d. If a dismissal takes effect during an academic year, a tenured faculty member may receive his/her salary for the balance of said academic year, as determined by the President.

4.08. Disciplinary Actions

4.08.01. There are three categories into which types of disciplinary actions fall: Letters of Direction, Minor Sanctions, and Major Sanctions. Letters of Direction may be initiated by the VPAA/Dean or divisional chairperson according to the guidelines outlined below. Minor Sanctions are typically initiated by the VPAA/Dean but may also be initiated by the President according to the guidelines outlined below. Major Sanctions may be initiated by the President or VPAA/Dean according to the guidelines outlined below.

4.08.02. In cases where the allegations leading to the initiation of a disciplinary action relate to a violation of the College's policies, the VPAA/Dean shall follow the procedures for adjudicating such allegations that are outlined in these policies (see the *Faculty Handbook*).

4.08.03. Disciplinary actions shall not be used to restrain faculty members in their exercise of academic freedom or other civil rights.

4.08.04. It is incumbent upon the initiator of a disciplinary action to have evidence that the specific circumstances warrant said action, including in cases in which this justification is based on one of the causes outlined below. The process may be activated based on the direct experience of the initiator or on knowledge of an alleged infraction brought forward by a complainant.

4.08.05. Faculty members have the right to invite a faculty colleague to attend as an observer any meetings with supervisors that are related to potential disciplinary actions.

4.08.06. Causes for disciplinary actions

Adequate cause for disciplinary action must be related directly and substantially to the performance and conduct of a faculty member in his/her capacity as a teacher or scholar. Such causes fall into two categories: (1) Violation of Duties and Responsibilities and (2) Legal Infractions.

4.08.06.a. Violation of Duties and Responsibilities

Disciplinary actions may result from violation of a faculty member's duties as defined in the Faculty Governance, *Faculty Handbook*, and faculty contract. Adequate cause for disciplinary action based on violation of duties may include (but is not limited to):

1. Neglect or inadequate performance of duties

2. Breach of annual faculty contract
3. Willful or intentional refusal to comply with a valid instruction from a faculty member's supervisor.

4.08.06.b. Legal Infractions

Disciplinary actions may result from a legal infraction. Adequate cause of disciplinary actions based on legal infractions may include (but are not limited to):

1. An act of dishonesty involving the business of the College, such as commission of any theft, embezzlement, fraud, or other intentional act of dishonesty
2. Conviction of or the entry of a pleading of *nolo contendere* to any felony
3. Violation of FERPA.

4.08.07. Types of Discipline

There are three categories into which types of disciplinary actions fall: Letters of Direction, Minor Sanctions, and Major Sanctions. The processes for taking each form of discipline are outlined below.

4.08.07.a. Letters of Direction

Letters of Direction are issued when it is determined that particular issues warrant attention and require correction according to specified processes and timelines.

4.08.07.b. Minor Sanctions

Minor sanctions may be pursued when the issues that led to a Letter of Direction are not resolved according to the processes and timeline articulated in that letter. A minor sanction may be imposed without a Letter of Direction and include:

1. Letter of Reprimand
2. Mandatory training
3. Reassignment of duties
4. Removal of distinguished titles
5. Restrictions on contact with the complainant
6. Other actions as deemed necessary depending on the circumstances

4.08.07.c. Major Sanctions

Major sanctions include:

1. Suspension
 - a. Short-term suspension of specific duties
Short-term suspension from specific duties for a maximum of thirty (30) days may be imposed at the discretion of the President. This short-term suspension may include suspension from teaching. Decisions to extend a short-term suspension are made following the processes outlined below.
 - b. Short-term suspension of all duties
Short-term suspension from all duties, including teaching, for a maximum of thirty (30) days may be imposed at the discretion of the President. Decisions to extend a short-term suspension are made following the processes outlined below.
 - c. Long-term suspension of specific duties
Long-term suspension from specific duties (e.g., teaching, divisional chairperson, departmental chairperson, program coordinator) may be imposed for any specified period up to and including permanently.
 - d. Long-term suspension of all duties
Long-term suspension of all duties, including teaching, may be imposed for a specified period, generally not to exceed two (2) years, when the President determines that corrective actions may still be taken.
2. Dismissal

4.08.08. Process for Letters of Direction

1. A Letter of Direction may be initiated by the VPAA/Dean or divisional chairperson. This process may be activated based on the direct experience of the initiator or on knowledge of an alleged infraction brought forward by a complainant. In cases where the allegations relate to a violation of the College's policies, the initiator shall follow the procedures for adjudicating such allegations that are outlined in such policies.
2. The first step in resolving a matter that could lead to a Letter of Direction is for the divisional chairperson to engage in discussion with the faculty member and the complainant (if other than the divisional chairperson). If this discussion does not resolve the matter, the divisional chairperson will determine if a Letter of Direction is warranted. When so determined, the divisional chairperson will send this Letter of Direction to the faculty member, with copies to the VPAA/Dean and departmental chairperson. A copy of this letter is placed in the faculty member's academic file.
3. Allegations against a divisional chairperson should be brought to the VPAA/Dean. The first step in resolving the matter is for the VPAA/Dean to engage in discussion with the divisional chairperson and the complainant. When this discussion does not resolve the matter, the VPAA/Dean shall determine if a Letter of Direction is warranted. When so determined, the VPAA/Dean shall send this Letter of Direction to the divisional chairperson. A copy of this letter will be placed in the divisional chairperson's academic file.
4. When the VPAA/Dean initiates a Letter of Direction, s/he first will engage in discussion with all relevant parties with the aim of resolving the matter. If this discussion does not resolve the matter, the VPAA/Dean will determine if a Letter of Direction is warranted. When so determined, the VPAA/Dean will send this Letter of Direction to the faculty member with copies to the divisional and departmental chairpersons. A copy of this letter is placed in the faculty member's academic file.
5. Letters of Direction must include specific steps/corrections and timelines for addressing issues of concern.
6. The faculty member has the right to submit a written response to a Letter of Direction. When the faculty member elects to do so, s/he sends this written response to the VPAA/Dean, with a copy to the divisional and departmental chairpersons. The VPAA/Dean shall attach this written response to the Letter of Direction in the faculty member's academic file.
7. The faculty member has the right to appeal a Letter of Direction initiated by the divisional chairperson to the VPAA/Dean and to grieve a decision to issue a Letter of Direction to the Grievance Committee, according to the guidelines outlined below.

4.08.09. Process for Minor Sanction

1. A minor sanction is typically initiated by the VPAA/Dean but may also be initiated by the President. This process may be activated based on the direct experience of the initiator or on knowledge of an alleged infraction brought forward by a complainant. In cases where the allegations relate to a violation of the College's policies, the initiator shall follow the procedures for adjudicating such allegations that are outlined in this policy.
2. The first step in resolving a matter that could lead to a minor sanction is for the VPAA/Dean to engage in discussion with the faculty member. If this discussion does not resolve the matter, the VPAA/Dean will determine if a minor sanction is warranted. In making this determination, the VPAA/Dean will conduct an inquiry into the allegations to determine if they warrant a minor sanction. This investigation includes consultation with the divisional and departmental chairpersons and any other relevant parties. If the allegations are against the divisional or departmental chairperson, s/he is excluded from this consultation.
3. As part of the VPAA/Dean's investigation, the faculty member has the right to respond in writing to the allegations.
4. Following this investigation, the VPAA/Dean determines if there is adequate cause to impose a minor sanction and, if so, what sanction is most appropriate given the scope of the violation. The VPAA/Dean's decision is communicated in writing to the faculty member with copies to the divisional and departmental chairpersons. A copy of this letter is placed in the faculty member's academic file.

5. The faculty member has the right to submit a written response to a minor sanction. When the faculty member elects to do so, s/he sends this written response to the VPAA/Dean, with a copy to the divisional and departmental chairpersons. The VPAA/Dean shall attach this written response to the written notification of the minor sanction in the faculty member's academic file.
6. The faculty member has the right to grieve a decision to impose a minor sanction to the Grievance Committee, according to the guidelines outlined below.

4.08.10. Processes for Suspension and Dismissal

4.08.10.a. Short-Term Suspension

Authority to impose a short-term suspension of partial or all duties, including teaching, rests with the President. Such a decision is made based on the recommendation of the VPAA/Dean. This determination may be based on the direct experience of the VPAA/Dean or on knowledge of an alleged infraction brought forward by a complainant. Given the nature of the circumstances that would lead to a request for short-term suspension, it may be incumbent upon the VPAA/Dean and President to act on such requests immediately. The President may impose a short-term suspension not to exceed thirty (30) days. When doing so, the President must outline the reason(s) for the suspension in writing. This letter must also include the terms, if any, upon which the suspension would be lifted. This letter is sent to the faculty member, with copies to the VPAA/Dean, divisional and departmental chairpersons. No later than by the end of the 30-day suspension period, the President must determine if the faculty member may return to his/her duties or if the process for long-term suspension or dismissal should be initiated. The President shall communicate this decision in writing to the faculty member, with copies to the VPAA/Dean and the divisional and departmental chairpersons. The faculty member has the right to grieve a decision to impose a short-term suspension to the Committee, according to the guidelines outlined below.

4.08.10.b. Long-Term Suspension of Partial Duties

In consultation with the divisional and departmental chairpersons, the VPAA/Dean may recommend that the President extend a suspension from partial duties. Typically, such instances involve removing a faculty member from specific duties, including teaching or a specific appointment (divisional or departmental chairperson, program coordinator, director, etc.) and may include preventing this faculty member from holding such positions in the future.

4.08.10.c. Long-Term Suspension of All Duties or Dismissal

The initiation of the long-term suspension of all duties or dismissal process shall rest with the President or the VPAA/Dean. A decision to initiate this process may be based on the direct experience of the VPAA/Dean or President or on knowledge of an alleged infraction brought forward by a complainant.

1. The VPAA/Dean notifies the faculty member in writing that this process has been initiated. This written notification must summarize the specific charges against the faculty member that have led to the initiation of either the long-term suspension of all duties process or the dismissal process. The VPAA/Dean shall give a copy of this notification to the divisional chairperson and the Director of Human Resources.
2. Upon mutual agreement of the faculty member and the VPAA/Dean (and the division chair, if the division chair was the initiator), the VPAA/Dean will schedule a meeting of all relevant parties seeking a mutually agreeable resolution.
3. Failing a mutually agreed upon resolution, the VPAA/Dean will forward a copy of the written notification of the initiation of this process to the Committee on Promotion and Tenure, which is charged with reviewing the charges against the faculty member and determining whether in its opinion long-term suspension or dismissal proceedings should be undertaken. CoPT will submit its opinion in writing to the President, with copies to the faculty member, the VPAA/Dean and divisional chairperson. CoPT's opinion is not binding upon the President.
4. The President shall consider CoPT's opinion and, at his or her whole discretion, determine if the proceeding will go forward. If the President so directs, the VPAA/Dean shall prepare a Statement of

Charges that elaborate, if necessary, upon the summary articulated in the written notification of the initiation of the long-term suspension of all duties or dismissal process. This Statement is delivered to the faculty member, with copies to the President and the divisional chairperson.

5. A Committee on Suspension or Dismissal (“the Committee”) is convened according to the following guidelines:
 - a. The President sends to the VPAA/Dean and the faculty member a list of four proposed committee members.
 - i. The VPAA/Dean and faculty member can each challenge one proposed committee member without stated cause.
 - ii. The VPAA/Dean and faculty member can each challenge proposed committee members for cause if they feel that the proposed committee member is not qualified on the basis of either bias or interest. The President shall make the final determination of disqualification for bias or interest if removal is disputed by either party.
 - b. If fewer than four proposed committee members remain once the President has disposed of all challenges, the President shall appoint additional full-time, tenured faculty members in order to bring the membership of the Committee on Suspension/Dismissal to four, subject only to “for cause” disqualification.
 - c. The Committee shall elect from its membership a chairperson who shall oversee the suspension/dismissal hearing.
 - d. The President shall select alternative members only when the committee membership falls below three.
6. The faculty member may waive his/her right to a hearing and may choose instead to respond to the charges in writing. In this case, the Committee on Suspension/Dismissal will review this written response, evaluates all available evidence, and make a recommendation of action to the President according to the guidelines outlined below.
7. If the faculty member does not waive his/her right to a hearing, The VPAA/Dean, in consultation with the Committee on Suspension/Dismissal, will schedule the initial hearing and notify the faculty member of this date at least twenty (20) days prior to the hearing. The Committee shall determine if additional sessions are needed and, if so, will establish the schedule for them. The Committee shall notify the VPAA/Dean and the faculty member of this schedule as soon as it is established.

4.08.10.d. Procedures for conducting a hearing

1. The Committee on Suspension/Dismissal, in consultation with the VPAA/Dean and the faculty member, will exercise its judgment as to whether the hearing should be public or private.
2. During the proceedings the faculty member will be permitted to have an academic advisor or counsel of his/her own choice.
3. At the request of either party or of the Committee on Suspension/Dismissal a representative of a responsible educational association shall be permitted to attend the proceedings as an observer.
4. A verbatim record of the hearing will be taken and a copy will be made available to the faculty member without cost.
5. The burden of proof rests with the College to demonstrate by preponderance of the evidence in the record considered as a whole that adequate cause for long-term suspension of all duties, dismissal or other disciplinary action exists. The record as a whole consists of the transcript of the hearing and the documents admitted into evidence in the course of the hearing. The findings of fact and the decision will be based solely on this record.
6. The Committee on Suspension/Dismissal is not bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. The committee may request documents or testimony as it deems necessary. Authority to determine what evidence can be added to the record rests solely with the Committee.
7. The faculty member will be afforded an opportunity to access necessary witnesses, documents or other evidence and the College will to the best of its ability secure the cooperation of such witnesses

and make available necessary documents and other evidence within its control in a timely manner. The Committee on Suspension/Dismissal may grant adjournments to enable either party to investigate evidence if they determine a claim of surprise to be valid.

8. The VPAA/Dean, the faculty member, and their respective counsel shall have access to the faculty member's academic and personnel files, and to make copies thereof, notwithstanding any other governance or College rules or procedures.
9. The faculty member and the VPAA/Dean will have the right to cross-examine witnesses. Where a witness cannot or will not appear, and one party wishes to submit a sworn statement from said witness, the Committee shall in its sole discretion determine whether to admit the statement, and whether admission should be conditioned upon the witness answering specific interrogatories requested by the other party or the Committee.
10. The faculty member and the VPAA/Dean will have the right to cross-examine all witnesses. Where the witness cannot or will not appear, but the Committee determines that his/her written testimony is essential to its work, the Committee will identify the witness, disclose his/her statement, and if possible provide for interrogatories.
11. Except for such simple announcements as may be required covering the time of hearing and other similar matters, public statements and publicity about the case by either the faculty member or the administrative officers will be avoided as far as possible until the proceedings have been completed, including consideration by the Board of Trustees.

4.08.10.e. Processes following a hearing

1. Recommendation of the Committee on Suspension or Dismissal: Upon the completion of its hearings and within two weeks following the receipt of the final transcript of the hearing and any other requested documents or briefs, the Committee shall make a written statement of its findings and its recommendation with respect to the charges. The Committee shall submit the verbatim transcript of the hearing, the statement of findings, and its recommendation to the President. Copies of the Committee's statement of findings and recommendations are sent to the faculty member, the VPAA/Dean, and the divisional chairperson.
2. Review by the President
Upon receipt of the verbatim transcript of the proceedings and the Committee on Suspension or Dismissal's statement of findings and recommendation, the President shall review them. The President shall issue his/her own determination as to the charges in which h/she details his/her reasons for accepting or rejection the Committee's recommendation. This determination is sent to the faculty member, the Committee on Suspension/Dismissal, the VPAA/Dean, and the divisional chairperson. The Committee on Suspension/Dismissal and/or the faculty member may elect to submit a written response to the President's determination within two weeks of receiving it. No later than two weeks after this deadline, the President shall forward the case to the Board of Trustees. The President shall forward to the Board of Trustees the verbatim transcript of the proceedings, the Committee on Suspension/Dismissal's statement of findings and recommendation, the President's determination, and written responses to the President's determination if submitted by the Committee and/or the faculty member.
3. Action by Board of Trustees
The Board of Trustees shall review this material and may also review any documents included in the record of the Committee on Suspension/Dismissal's hearing. The Board may elect to accept the decision of the President or return it to the President with specific objections. The President will then reconsider his or her recommendation, taking into account the stated objections and receiving new evidence if necessary, and will respond to the Board of Trustees within two weeks. The Board of Trustees will make a final decision only after study of the President's reconsideration.
4. Suspension
Pending a determination on dismissal, the faculty member may, at the sole discretion of the President, be suspended, or assigned to other duties in lieu of suspension.

4.08.11. Process for Appealing and Grieving Disciplinary Actions Other Than Suspension or Termination

4.08.11.a. Appealing Letters of Direction written by the Divisional Chairperson

1. Within ten business days of receiving notification a Letter of Direction, the faculty member may submit in writing to the VPAA/Dean a Request for Reconsideration. This request must outline the grounds upon which reconsideration is sought. A copy of this request is sent to the divisional chairperson who wrote the Letter of Direction.
2. Immediately upon receiving this request, the VPAA/Dean shall review it to determine if the reconsideration is warranted. Within five business days of receiving the request, the VPAA/Dean shall notify the faculty member in writing as to whether or not the request for reconsideration will be granted. A copy of this letter is sent to the divisional chairperson who wrote the Letter of Direction. If the VPAA/Dean denies the request, s/he must state the basis for doing so. In this case, the faculty member's Request for Reconsideration and a copy of the VPAA/Dean's letter denying this request are placed in the faculty member's academic file.
3. When the VPAA/Dean has accepted the request for reconsideration, s/he shall conduct an investigation, which may include interviewing individuals and reviewing pertinent documents. Upon completion of this review (normally within twenty business days of granting the review), the VPAA/Dean shall summarize his/her findings in writing to the faculty member. A copy of this letter shall be sent to the divisional chairperson who wrote the Letter of Direction. The VPAA/Dean may uphold the divisional chairperson's decision to write a Letter of Direction, may attach an addendum to the Letter of Direction in order to provide additional information or context that emerged during the course of the investigation, or may uphold the faculty member's appeal, in which case the Letter of Direction is removed from the faculty member's academic file. Unless the VPAA/Dean upholds the faculty member's appeal, a copy of his/her letter will be placed in the faculty member's academic file.

4.08.11.b. Grieving the Letter of Direction Appeals Decision of the VPAA/Dean

1. The faculty member has the right to grieve the VPAA/Dean's decision to the Grievance Committee. To do so, the faculty member will submit a written request to the Chair of the Grievance Committee within five business days of receiving the VPAA/Dean's decision regarding the appeal. This request includes a copy of the Letter of Direction, the faculty member's Request for Reconsideration to the VPAA/Dean, and the VPAA/Dean's response to the request. It also includes the faculty member's rationale for requesting review by the Grievance Committee.
2. Immediately upon receiving this request, the Chair of the Grievance Committee shall notify committee members that it has been submitted and the committee shall review it to determine if the review is warranted. Within five business days of receiving the request, the Chair of the Grievance Committee shall notify the faculty member in writing as to whether or not the request for review will be granted. A copy of this letter will be sent to the VPAA/Dean and the divisional chairperson who wrote the Letter of Direction. If the Grievance Committee denies the request, it will outline the rationale for doing so. In this case, the faculty member's Request for Review by the Grievance Committee and a copy of the Grievance Committee's letter denying this request will be placed in the faculty member's academic file.
3. When the Grievance Committee accepts the request for review, it will identify three committee members to conduct an investigation, which may include interviewing individuals and reviewing pertinent documents. Upon completion of this review (normally within twenty business days of granting the review), the three committee members who conducted the investigation will summarize their findings in writing to the faculty member. A copy of this letter will be sent to the VPAA/Dean and divisional chairperson who wrote the Letter of Direction. The committee members may uphold the VPAA/Dean's decision or may refer the matter to the President for further review. Where the committee members uphold the VPAA/Dean's decision, the faculty member's request to the Grievance Committee for review and a copy of the committee members' letter summarizing their findings will be placed in the faculty member's academic file. When the committee members refer

the matter to the President for further review, they will outline in writing their rationale for doing so and send this letter, along with all pertinent documents, to the President.

4. Immediately upon receiving this request, the President will consider it to determine if the review is warranted. Within five business days of receiving the request, the President will notify the faculty member in writing as to whether or not the request for review will be granted. A copy of this letter will be sent to the Grievance Committee, VPAA/Dean and the divisional chairperson who wrote the Letter of Direction. If the President denies the request, s/he will outline the rationale for doing so. In this case, Grievance Committee's recommendation for review by the President and a copy of the President's letter denying this request will be placed in the faculty member's academic file.
5. When the President accepts the request for review, s/he will conduct an investigation, which may include interviewing individuals and reviewing pertinent documents. Upon completion of this review (normally within twenty business days of granting the review), the President will summarize his/her findings in writing to the faculty member. A copy of this letter will be sent to the Grievance Committee, the VPAA/Dean and divisional chairperson who wrote the Letter of Direction. The President may affirm the finding of the Grievance Committee and may direct a specific action (including but not limited to removing the Letter of Direction and all subsequent documents related to it from the faculty member's academic file). Decisions of the President are final.

4.08.11.c. Grieving a Letter of Direction written by the VPAA/Dean

1. Within ten business days of receiving notification that the VPAA/Dean has written a Letter of Direction, the faculty member shall submit in writing to the Chair of the Grievance Committee a request for review. This request will include a copy of the Letter of Direction and the faculty member's rationale for requesting review by the Grievance Committee.
2. Immediately upon receiving this request, the Chair of the Grievance Committee will notify committee members that it has been submitted and the committee reviews it to determine if the review is warranted. Within five business days of receiving the request, the Chair of the Grievance Committee will notify the faculty member in writing as to whether or not the request for review will be granted. A copy of this letter will be sent to the VPAA/Dean and the faculty member's divisional chairperson. If the Grievance Committee denies the request, it will outline the rationale for doing so. In this case, the faculty member's Request for Review by the Grievance Committee and a copy of the Grievance Committee's letter denying this request will be placed in the faculty member's academic file.
3. When the Grievance Committee accepts the request for review, it will identify three committee members to conduct an investigation, which may include interviewing individuals and reviewing pertinent documents. Upon completion of this review (normally within twenty business days of granting the review), the three committee members who conducted the investigation will summarize their findings in writing to the faculty member. A copy of this letter will be sent to the VPAA/Dean and faculty member's divisional chairperson. The committee members may uphold the VPAA/Dean's decision or may refer the matter to the President for further review. When the committee members uphold the VPAA/Dean's decision, the faculty member's request to the Grievance Committee for review and a copy of the committee members' letter summarizing their findings will be placed in the faculty member's academic file. Where the committee members refer the matter to the President for further review, they will outline in writing their rationale for doing so and send this letter, along with all pertinent documents, to the President.
4. Immediately upon receiving this request, the President will consider it to determine if the review is warranted. Within five business days of receiving the request, the President notifies the faculty member in writing as to whether or not the request for review will be granted. A copy of this letter is sent to the Grievance Committee, VPAA/Dean and the divisional chairperson who wrote the Letter of Direction. If the President denies the request, s/he outlines the rationale for doing so. In this case, Grievance Committee's recommendation for review by the President and a copy of the President's letter denying this request will be placed in the faculty member's academic file.

5. When the President accepts the request for review, s/he will conduct an investigation, which may include interviewing individuals and reviewing pertinent documents. Upon completion of this review (normally within twenty business days of granting the review), the President will summarize his/her findings in writing to the faculty member. A copy of this letter will be sent to the Grievance Committee, the VPAA/Dean and divisional chairperson who wrote the Letter of Direction. The President may affirm the finding of the Grievance Committee and may direct a specific action (including but not limited to removing the Letter of Direction and all subsequent documents related to it from the faculty member's academic file). Decisions of the President are final.

4.08.11.d. Grieving Minor Sanctions

In all cases of minor sanctions, and major sanctions, the faculty member shall be able to grieve the matter to the Grievance Committee with ultimate determination of all controverted issues by either the President or the Board of Trustees. The process for requesting review by the Grievance Committee is as follows:

1. Upon notification of imposition of a minor or major sanction, the faculty member ("Grievant") will notify the VPAA/Dean of his/her intention to seek consideration by the Grievance Committee.
2. Upon this notification, the VPAA/Dean will alert the Chairperson of the Grievance Committee. In the case of a grievance of a disciplinary action, the VPAA/Dean will also notify the initiator of the disciplinary action if other than the VPAA/Dean.
3. Within twenty business days of notifying the VPAA/Dean that the Grievant wishes to seek consideration by the Grievance Committee, the Grievant will submit his/her written petition to the Chairperson of the Grievance Committee, with a copy to the VPAA/Dean. In the case of a grievance of a disciplinary action, the VPAA/Dean will send a copy of this written petition to the initiator of the disciplinary action if other than the VPAA/Dean.
4. The Chairperson of the Grievance Committee will confirm to the Grievant receipt of this petition and circulates it to all committee members.
5. The Committee will first determine whether the petition submitted merits a detailed investigation. In the event that the Committee decides not to move forward with the petition, it will explain its decision in writing to the Grievant, with copies to the VPAA/Dean. In the case of a grievance of a disciplinary action, the VPAA/Dean will send a copy the Committee's letter to the initiator of the disciplinary action if other than the VPAA/Dean.
6. If the Grievance Committee determines that a detailed investigation will take place, in conducts this investigation according to the following guidelines:
 - a. The Committee has the right to call for statements and material evidence from any member of the college community it deems able to assist in its inquiries.
 - b. The Committee may base its findings on the following: a review of any written record of the consideration process; written responses from person(s) against whom the grievance has been brought; and confidential interviews with the grievant, the VPAA/Dean, relevant divisional chairperson, and/or any other interested persons as determined by the Grievance Committee.
 - c. Interviewees can request that their confidential interviews be tape-recorded or that minutes be taken by a Committee member for approval by the interviewee.
 - d. It will be up to the discretion of the Grievance Committee to determine which information provided is relevant to the appeal.
 - e. The Chair of the Grievance Committee will communicate in writing its finding about the petition to the Grievant, with copies to the VPAA/Dean. In the case of a grievance of a disciplinary action, the VPAA/Dean will send a copy of the Committee's findings to the initiator of the disciplinary action if other than the VPAA/Dean.
 - f. Normally, the Grievance Committee must complete its review within twenty business days of receiving the written petition from the Grievant. If the Grievance Committee determines that additional time is warranted to complete its inquiry, it may request an extension in writing to the VPAA/Dean and the Grievant. Upon mutual agreement of the VPAA/Dean

and the Grievant, an extension may be granted. The specific timeframe of this extension is communicated to the Grievance Committee by the VPAA/Dean.

- g. To facilitate completing the inquiry within the allotted timeframe, all parties must respond to requests for additional information within five working days of the request. Requests for extensions beyond five working days must be made in writing to the Chair of the Grievance Committee.
- h. If the Grievance Committee, after its review, rejects the appeal of the Grievant, it will do so in writing to the grievant, with copies to the VPAA/Dean. In the case of a grievance of a disciplinary action, the VPAA/Dean will send a copy of the Committee's findings to the initiator of the disciplinary action if other than the VPAA/Dean.
- i. If the Grievance Committee, after its review, sustains the appeal of the Grievant, it may recommend one of the following courses of action:
 - i. Reversing the disciplinary action and expunging all record of it from the Grievant's academic file.
 - ii. Reduction in disciplinary action. In this case, the Committee finds that the specific disciplinary action imposed did not match the offense and thus recommends a lesser form of disciplinary action be imposed.
 - iii. Appending a Letter of Finding to the Grievant's record. In this case, the Committee finds that while issues exist with the decision to impose the disciplinary action, these issues must be documented but they do not warrant reversing the disciplinary action and expunging it from the Grievant's record.
- j. When sustaining the appeal, the Chair of the Grievance Committee will communicate the Committee's findings, including its recommended action and rationale for this recommendation, to the President, with copies to the VPAA/Dean. In the case of a grievance of a disciplinary action, the VPAA/Dean will send a copy of the Committee's findings to the initiator of the disciplinary action if other than the VPAA/Dean.
- k. The President, within ten working days of receiving the Committee's findings, will determine if s/he accepts the Grievance Committee's findings and recommendation. The President must communicate this decision and his/her rationale for it in writing to the Chair of the Grievance Committee, the Grievant, and the VPAA/Dean. In the case of a grievance of a disciplinary action, the VPAA/Dean will send a copy of the President's letter to the initiator of the disciplinary action if other than the VPAA/Dean.

4.08.12 Unmet deadlines or failure to fulfill responsibilities

When a division chair, a department chair, or a faculty committee fails to meet a deadline or fulfill responsibilities, the President may make a decision or recommendation to the Board of Trustees.

ARTICLE V: FACULTY GOVERNING STRUCTURES

5.01. The Faculty Council

Conscious of its commitment to the traditions of the College, the Faculty has established as its primary governing body the Faculty Council through which it seeks to advance the welfare of the College, promote harmony within the academic community, and encourage the professional participation of the Faculty in the shared governance of the College.

5.02. Functions and powers of the Faculty Council

1. The Faculty Council shall exercise such powers as entrusted to it in the Faculty Governance, Article V, and shall perform such duties as the Board of Trustees or the President of the College may from time to time prescribe.
2. The Faculty Council shall have the authority to initiate and regulate educational policies of the College, subject to the review and approval of the President of the College and the Board of Trustees. The processes for enacting legislation are below.
3. The Faculty Council is vested with the following specific powers, exercised by the Council and its various committees, subject to the review and approval of the President of the College and the Board of Trustees:
 - a. to determine curricular policies, to review, revise, or coordinate such policies when formulated by committees of the College prior to their official promulgation, and to review all proposals for curriculum changes;
 - b. to review policies on admissions and to propose revisions in such policies;
 - c. to propose policies pertaining to academic organization and procedures;
 - d. to propose policies for the operation of the College library;
 - e. to recommend guidelines concerning matters of faculty welfare (e.g., workload, compensation, fringe benefits, health and retirement benefits);
 - f. to make recommendations as to initial appointment, tenure, and promotion of the Faculty, as well as for procedures for disciplining faculty members;
 - g. to establish a board of appeals to hear Faculty grievances;
 - h. to participate in establishing the academic budget;
 - i. to consult in establishing the college-wide budget;
 - j. to collaborate with the Office of Academic Affairs on the *Faculty Handbook* and to make recommendations about the College Governance;
 - k. to amend, when necessary, the Faculty Governance by a two-thirds vote of the total membership of the Council and the approval of the VPAA/Dean, the President, and the Board of Trustees;
 - l. to be represented on relevant College-wide committees;
 - m. to be represented on the Academic Affairs Committee of the Board of Trustees by faculty members elected by the Faculty Council.

5.03. The membership and organization of the Faculty Council

1. All full-time faculty (tenured, tenure-track, and non-tenure-track) as well as the President of the College and the VPAA/Dean shall be members of the Faculty Council. With the exception of the President and the VPAA/Dean, those who hold faculty rank but who serve in a full-time administrative position are not members.
2. Participation of Non-Members at Meetings
The Faculty Council shall receive and recognize non-members as deemed necessary by the officers of Faculty Council. Non-members may request of the Secretary that they be placed on the agenda or they may be invited by members of Faculty Council, but they shall not enjoy voting privileges.
3. The Faculty Council shall elect from its own membership by simple majority vote an Executive Board that shall consist of a President, a Vice President, and a Secretary. None of these officers shall be members of the Committee on Promotion and Tenure or the Grievance Committee or serve as

divisional chairpersons during their time in office. The Faculty Council shall be judge of its own elections and succession of officers.

4. Election of Executive Board officers

Election of Executive Board officers is by secret ballot on nominations received electronically according to the timeline prescribed by the Secretary or from the floor until completed.

- a. Each Faculty Council Officer is elected separately and independently. Candidates do not run as tickets or blocks.
 - b. Nominations for officers will be received electronically prior to the April meeting according to the timeline prescribed by the Secretary, with elections held in April for terms to begin at the end of the current academic year.
 - c. The President, Vice President and Secretary of the Council shall be elected to 2-year terms, and shall be eligible for re-election. The President and Vice President must be tenured members of the Faculty.
 - d. To allow for continuity on the Executive Board, the elections for the Secretary shall be held during those years when there is no election for President and Vice President.
 - e. When it is known to the Council that one of its officers will be unable to attend Council meetings for more than one semester, his or her seat shall be declared vacant. If the position of the President is vacant, the Vice President will assume the position for the remainder of the term and an election will be held to fill the position of the Vice President. If the position of Vice President or Secretary is vacated, an election will be held to fill the position for the remainder of the term.
5. Duties of the President
- a. The President of the Faculty Council shall normally be the presiding officer at meetings of the Council. In the President's absence, the Vice President shall preside over the assembly.
 - b. The President of the Faculty Council, no later than at the last regular meeting of the Council in the spring academic session, shall, with the approval of the Council, indicate the days and the times for the convening of the Faculty Council in the next academic year.
 - c. The President of the Faculty Council, in consultation with the Vice President, Secretary, and the Academic Policy Committee, sets the agenda for each Council meeting.
 - i. The President ensures that the call for regular meetings and a request for agenda items are distributed to the members of the Faculty Council at least three weeks prior to regular meetings.
 - ii. The President ensures that a list of agenda items received from the membership is distributed to the Vice President, Secretary and the Academic Policy Committee during the week prior to regular meetings.
 - iii. The President ensures that the agenda is distributed to the members of the Faculty Council at least three days before each meeting. Publication of the agenda does not preclude the introduction of other subjects for deliberation or decision.
 - d. The President of the Faculty Council shall refer all substantive items of business to the appropriate committee upon receipt on the floor.
 - e. The President of the Faculty Council shall report to the VPAA/Dean and the President of the College all resolutions passed by the Council.
 - f. The President of the Faculty Council shall report to the President of the College all legislation that requires approval by him/her and the Board of Trustees. The President of the Faculty Council shall also report back to the Council regarding any action taken by the President and/or the Board of Trustees on such legislation.
 - g. The President of the Faculty Council shall serve as the Faculty Council's representative on the Academic Policy Committee.
 - h. The President of the Faculty Council consults with the VPAA/Dean and Chief Financial Officer on establishing the college-wide budget.
 - i. The President of the Faculty Council shall serve as the Faculty Council's representative to the VPAA/Dean and to the Student Government Association.

- j. The President of the Faculty Council shall invite the Chair of the Board of Trustees and senior administrators to visit the Faculty Council as deemed appropriate.
 - k. The President of the Faculty Council shall work to advance the goals of the Faculty Council at large and those of its various committees.
 - l. The President of the Faculty Council shall work to ensure ongoing communication and coordination among the various Faculty Council committees.
6. Duties of the Vice President
- a. The Vice President shall act as parliamentarian at all meetings.
 - b. In the President's absence, the Vice President shall preside over the assembly.
 - c. In the President's absence, the Vice President shall attend meetings of the Academic Policy Committee.
 - d. The Vice President shall work collaboratively with the President to advance the goals of the Faculty Council at large and those of its various committees.
 - e. The Vice President shall work collaboratively with the President to ensure ongoing communication and coordination between the various Faculty Council committees.
 - f. The Vice President shall serve as Chair of the Faculty Governance and Handbook Committee.
 - g. The Vice President shall serve as a Faculty Council mentor for junior faculty members of the Council and as coordinator of the Junior Faculty Forum. As such, s/he is responsible for insuring that the Junior Faculty Forum meets its objectives as outlined in the *Faculty Handbook*.
7. Duties of the Secretary
- a. The Secretary shall draft minutes of each meeting in accordance with guidelines outlined in *Robert's Rules of Order*. S/he shall send a draft of the minutes to the members within fifteen business days after each meeting; if minutes require revision, they are redistributed to the members prior to the next meeting. Minutes are approved at the beginning of the next Council meeting. Approved minutes are posted in the Faculty Council page of the College website.
 - b. The Secretary shall maintain the list of voting members and take attendance at all meetings.
 - c. The Secretary shall maintain the list of all current committee memberships.
 - d. The Secretary shall receive minutes and annual reports from each of the committees of the Faculty Council.
 - e. The Secretary shall serve as archivist for the Faculty Council, maintaining a permanent electronic file of all relevant Council documents (including meeting agendas, meeting minutes, committee reports, resolutions and responses to resolutions). The Secretary shall also work collaboratively with the Library Archivist to maintain a Faculty Council Archive in the Library's permanent archive.
8. Compensation of Faculty Council Officers
- The President of the Faculty Council is given the option of being released from one course per semester or receiving the equivalent stipend.

5.04. The meetings of the Faculty Council

- 1. Regular meetings:
 - a. The Faculty Council shall hold no fewer than six regular meetings during the academic year; regular meetings are customarily scheduled on the third Monday of each month in September, October, November, December, February, March, April and May.
 - b. One-third of the Faculty Council membership shall constitute a quorum. Two-thirds of the Faculty Council membership shall be required to conduct a vote.
 - c. The parliamentary procedure at meetings of the Faculty Council shall be that prescribed in *Robert's Rules of Order* except where otherwise noted in this document.
- 2. Special meetings:

- a. The President of Faculty Council shall convene the Council within four weeks of receipt of a petition for a meeting signed by two-thirds of the voting members.
 - b. If circumstances require, the President of the Faculty Council or the VPAA/Dean may convene an emergency meeting of the Council without employing the usual procedures.
 - c. Special meetings of the Faculty Council shall follow the same procedures as regular meetings.
3. Voice and Voting:
- a. All members shall enjoy voice during discussion and debate.
 - b. With the exception of the President of the College, all members shall enjoy voting privileges.
 - c. Decisions of the Faculty Council shall be made by a majority vote.
 - d. The Vice President serving as Parliamentarian shall only participate in ballot votes.
 - e. Any voting member may delegate his/her vote by written or electronic proxy. Such proxy may take the form of a “general proxy,” meaning that the faculty member holding the proxy may vote on any issue brought before the Council at a specified meeting, or a “specific proxy,” meaning that the faculty member holding the proxy may vote on a specific item slated for a vote at a specified meeting. A faculty member must designate his/her proxy in writing to the Secretary no later than twenty-four hours prior to a scheduled meeting. This written notification must include the name of the faculty member to whom the proxy is being designated, the date of the meeting for which it is being designated, and the type of proxy given (general or specific proxy). If it is a specific proxy, the faculty member must also identify the specific vote for which the proxy has been given. The Secretary will confirm receipt of this proxy to both the faculty member designating the proxy and the faculty member to whom it has been designated.

4. Council Actions:

The Faculty Council conducts several types of business, including responding to questions posed by the membership, receiving announcements from members and non-members, and responding to requests from members and non-members. Customarily, announcements are circulated to the Council by e-mail.

The Council entertains formal resolutions, as proposed by the membership. Resolutions that express the opinion of the Council, establish the Council’s position on an issue, convene a Subcommittee or an Ad Hoc Committee, or set or amend policy in an area of College governance that is included in the specific purview of the Faculty Council, are considered completed actions once they are passed by a majority of the Council. Such actions shall be reported by the President of the Faculty Council to the VPAA/Dean and the President of the College.

The Council enacts legislation when it adopts a resolution by majority vote that requires further action by the VPAA/Dean, the President of the College and/or the Board of Trustees. This includes legislation that has specific and significant ramifications upon the College-wide community (including implications on resource allocation, space allocation, academic calendars, or areas of the College governance and administration that reach beyond the specific purview of the Faculty Council). When such legislation is enacted, the President of the Faculty Council will forward it to the President of the College. If the President of the College approves the legislation as a whole or in part, it may be implemented immediately unless it requires further approval by the Board of Trustees. When this is the case, the President of the College shall transmit the legislation or such part as s/he approves to the Board of Trustees. Approval by the Board shall make the legislation binding for the College. If the President does not approve the legislation as a whole or in part, the President shall return it to the President of the Faculty Council with an explanation of the reasons for disapproval. If the President of the College does not act upon legislation within four months of receiving it, s/he may write to the President of the Faculty Council explaining the reasons for the delay and indicating that s/he will respond within two months. If the President of the College does not act on the legislation by the end of this two-month period, it is returned to the Faculty Council, which by majority vote

may instruct the President of the Faculty Council to forward it directly to the Chair of the Board of Trustees.

5.05. The Committees of the Faculty Council

5.05.01. Types of Committees

Faculty members serve on several different types of committees at the College. They fall under one of the following categories:

1. **Standing Committees of the Faculty Council**
These committees are the primary vehicles through which the Faculty exercises its role in advancing the welfare of the College. These committees are given authority through the Faculty Council; guidelines for their composition as well as their duties and responsibilities are outlined below. The list of Standing Committees of the Faculty Council can only be amended by revising the Faculty Governance. All Standing Committees, with the exception of the Committee on Promotion and Tenure and the Grievance Committee, report directly to the Faculty Council and are required to provide written year-end summaries of their work to the Council. Members of Standing Committees of the Faculty Council are elected from the body, according to the terms and guidelines specified for each committee.
2. **Subcommittees of the Faculty Council**
Upon the request of a Standing Committee, the Faculty Council may convene a Subcommittee charged with addressing a specific issue or question for a specified length of time. Subcommittees report directly to Standing Committees and are required to provide written year-end summaries of their work to the Standing Committee for inclusion in that committee's year-end summary to the Council. A Standing Committee wishing to convene a subcommittee does so by submitting a resolution to the Faculty Council, outlining the specific goals of the subcommittee, the guidelines for its composition, its expected outcomes, and its length of service. Members of Subcommittees of the Faculty Council are elected from the body, according to the terms and guidelines specified by the sponsoring Standing Committee's resolution.
3. **Ad Hoc Committees of the Faculty Council**
Where an issue or question arises that does not fall under the purview of one of the Standing Committees of the Faculty Council, the Council may convene an Ad Hoc Committee charged with addressing this specific issue or question for a set length of time. Ad Hoc Committees report directly to the Council. Any member of the Council may put forth a resolution calling for the creation of an Ad Hoc Committee. This resolution must outline the specific goals of the Ad Hoc Committee, the guidelines for its composition, its expected outcomes, and its length of service. Ad Hoc Committees are required to provide written year-end summaries of their work to the Council. Members of Ad Hoc Committees of the Faculty Council are elected from the body, according to the terms and guidelines specified by the sponsoring member's resolution.
4. **College-wide Committees**
College-wide Committees are defined as those committees whose membership is not restricted to members of the faculty. The chair of a College-wide Committee must submit a request to the Faculty Council to fill a specified number of faculty seats on that committee. Customarily, efforts are made to see to it that at least one tenured faculty member is appointed to these committees. This request must outline the committee's duties, responsibilities, and anticipated duration. Members of College-wide Committees may either be appointed by the Chair of that committee in consultation with the VPAA/Dean and/or their divisional chairperson or may be elected from the body, according to the terms and guidelines specified by the committee chair's request. Members serving on a College-wide Committee will select one faculty member to provide regular updates on the committee's work to the Council.
5. **Taskforce**
The President of the College, any of his/her Vice Presidents, or the President of the Faculty Council may convene a taskforce to address a specific issue or question for a specified amount of time.

Membership on a taskforce is not restricted to members of the faculty. When such a taskforce includes faculty, the person convening it is encouraged to request that faculty representatives be elected by the Council. This is done by informing the Faculty Council President that a taskforce is being formed, summarizing its duties, responsibilities, and anticipated duration, and requesting that faculty representatives be elected from the Council. Members serving on a taskforce will select one faculty member to provide regular updates on the taskforce's work to the Council.

5.05.02 Standing Committees of the Faculty Council

5.05.02.a. General Guidelines Governing Standing Committees

1. The Faculty Council shall create such Standing Committees as it deems proper.
2. Each Standing Committee shall consist of no less than three members from among the membership of the Council.
3. Normally, no member of Faculty Council shall serve on more than two Standing Committees.
4. Each Standing Committee shall elect its own chair.
5. When a Standing Committee is perceived to be derelict in its duties, its responsibilities and powers shall revert to the Council only upon two-thirds vote approving a written petition signed by a majority of the members of the Council.
6. Whenever a committee specified in this governance has its powers revoked, the committee shall not meet again until the beginning of the following academic year. If however, the Faculty Council in revoking a committee's powers shall have specified conditions or time for the re-establishment of that committee, the committee may not reconvene except in accordance with those conditions or at the specified time.
7. No Standing Committee may be permanently dissolved except by amendment of the Faculty Governance.

5.05.02.b. The Academic Policy Committee (APC)

The Academic Policy Committee is composed of the VPAA/Dean as chair, the divisional chairpersons, the President of the Faculty Council, the Associate Dean for Academic Affairs, and the Assistant Dean for Academic Administration.

APC proposes initiatives and sets policy for academic programs and activities as guided by the Strategic Plan of the College. This is done in consultation with Faculty Council and its committees, and the other divisions, committees and administrative departments of the College as appropriate, and with the approval of the VPAA/Dean.

The functions of APC include:

1. To participate in the planning and management of the annual divisional budgets.
2. To create and review the annual schedule of classes with regard to curricula, faculty, calendar, advertising and space.
3. To review policies on admissions and to propose revisions in such policies.
4. To initiate proposals concerning any matter within the Council's jurisdiction and to refer such proposals as appropriate for consideration by another Council committee or by the full Council.
5. To advise the President of the Faculty Council on the agenda for each session of the Council.
6. To publish reports of its proceedings to all members of the Council within two weeks of each meeting.
7. To coordinate with the Faculty Development Committee on the scheduling and organization of Faculty Workshops.

5.05.02.c. The Committee on Promotion and Tenure (CoPT)

The Committee on Promotion and Tenure is elected by the Faculty Council and is composed of four full-time faculty members, all of whom must be tenured and none of whom may be a divisional chairperson or be

a member of the Grievance Committee. No two members may be from the same department. The committee shall elect its own chair, and a secretary who shall be responsible for keeping the records and conducting the correspondence of the committee.

Membership shall be for a three-year term; no member shall be eligible for re-election until one year after the expiration of that member's term of office. Any interruption of service on CoPT in excess of two months shall automatically constitute expiration of a member's term of office. It is incumbent upon members to exercise their best judgment in determining when it would be necessary for them to recuse themselves from reviewing, discussing, and voting on an application. Normally, such a recusal should occur before the review process has begun and would preclude the member's participation in any way in the committee's deliberations on that application. Under no circumstances shall a candidate's case be decided by fewer than three members of the committee.

No member of the College Administration shall have the ex-officio right to attend meetings or vote on CoPT matters. It is incumbent upon members of the committee to maintain the confidentiality of their work and to protect the privacy of candidates. Once CoPT has completed its work, tenure and/or promotion decisions have been finalized, and any appeals have been resolved, committee members are required to dispose of all notes, documents, and records.

The functions of CoPT are:

1. To participate in the third year review of tenure-track faculty as outlined in Article IV.
2. To recommend to the President candidates for tenure and promotion after consideration of the candidate's portfolio and official record, according to the procedures outlined in Article IV.
3. To consult with the VPAA/Dean on initial appointments of full-time faculty members with tenure and/or above the rank of Assistant Professor.
4. To recommend to the President candidates for awarding the title of Professor Emeritus as provided in Article IV.
5. To disseminate information about Promotion and Tenure to the Faculty annually.
6. To participate in the process of suspending or dismissing a faculty member as outlined in Article IV.

5.05.02.d. Faculty Budget and Welfare Committee

The Budget and Welfare Committee is elected by the Faculty Council and is composed of four full-time faculty members elected by the Faculty Council, at least two of whom shall be tenured and none of whom shall be divisional chairpersons or members of the Committee on Promotion and Tenure. The term of office shall be for three years. The committee shall elect its own chair.

The functions of the Budget and Welfare Committee are:

1. To consult with and advise the administration and the faculty on the annual academic budget and faculty compensation.
2. To present an annual proposal to the VPAA/Dean on issues of salary and compensation no later than November 15th for the following academic year and to solicit approval from the Faculty Council no later than November 1st for such proposals.
3. To consult with APC on establishing academic budget priorities.
4. To consult with the VPAA/Dean and the Chief Financial Officer on establishing the college-wide budget.
5. To address issues related to faculty welfare and workload and to make recommendations to the VPAA/Dean and/or the President when appropriate. Workload issues will not include the workload of any individual faculty member, but will include the workload of the total faculty, or of specific groups of faculty, such as those teaching within a particular division or teaching particular kinds of courses.

5.05.02.e. Curriculum Committee

The Curriculum Committee is elected by the Faculty Council and is composed of five full-time faculty members, at least three of whom shall be tenured. No more than two members may be from the same academic division and no faculty member may serve simultaneously as divisional chairperson and as a member of the Curriculum Committee. The term of office shall be for three years. No member shall be eligible for re-election until one year has elapsed since the previous term of office. The committee shall elect its own chair.

The functions of the Curriculum Committee are:

1. To play a leading role in helping to shape the curriculum by conducting and promoting curricular evaluation.
2. To consult on any college-wide change that has direct bearing on the curriculum, including any addition or deletion of a major, minor, or program.
3. To follow the procedures for submitting and approving curriculum change proposals as outlined in the *Faculty Handbook*.
4. To coordinate with the VPAA/Dean and the Faculty Governance and Handbook Committee on amending the guidelines, criteria, procedures, and deadlines for submitting curriculum change proposals.
5. To review proposed changes that require catalogue revision – e.g., adding or dropping pre-requisites; revising major or minor credit requirements; changing the credit value, title, level, or description of a course; dissolving or creating a course – and make recommendations to the VPAA/Dean regarding approval or denial. If the VPAA/Dean disagrees with the recommendation of the Curriculum Committee, the proposal may be brought to Faculty Council for discussion. Proposals requesting significant changes that bear on institutional resources – e.g., addition or deletion of a major or minor, significant changes to the General Education Program, etc. – must also be approved by the Academic Policy Committee, the Faculty Council, VPAA/Dean, President and the Board of Trustees.

5.05.02.f. Grievance Committee

The Grievance Committee is elected by the Faculty Council and is composed of four tenured faculty members, none of whom shall be members of the Committee on Promotion and Tenure or divisional chairpersons. The term of office shall be for two years. The committee shall elect its own chair.

The functions of the Grievance Committee are:

1. To act as a board of inquiry in matters in the case of matters or allegations pertaining to:
 - a. minor disciplinary sanctions of a faculty member as outlined in Article IV. Guidelines for conducting such inquiries are outlined in Article IV.
 - b. specific procedural errors relating to promotion and tenure as outlined in Article IV, and re-appointment of tenure-track faculty as described in Article IV, Section 4, above. Guidelines for conducting such inquiries are outlined in Article IV.
 - c. the complaints of any faculty member concerning salary and compensation, academic freedom and other rights, teaching programs, non-teaching assignments, or the internal affairs of a department. Guidelines for conducting such inquiries are outlined in the *Faculty Handbook*.
 - d. the complaints of any divisional or departmental chairperson concerning administrative decisions on budget and personnel. Guidelines for conducting such inquiries are outlined in the *Faculty Handbook*.
2. To submit a written report of its findings and recommendations to the appropriate parties in accordance with the procedures outlined in this document and/or the *Faculty Handbook*.

5.05.02.g. Faculty Leaves and Fellowships Committee

The Faculty Leaves and Fellowships Committee is elected by the Faculty Council and is composed of five faculty members, at least two of whom are tenured, none of whom shall be members of the committee on

Promotion and Tenure or divisional chairpersons. Membership shall be for a two-year term. Committee members may seek re-election to this committee as desired. Normally, committee members serve with the understanding that they will forgo submitting their own applications for leaves or grants during their service on this committee. The committee shall elect its own chair.

The functions of this Committee are:

1. To review College policies on leaves of absence, Faculty Fellowships, and faculty awards, with the exception of the Teaching Excellence Award.
2. To coordinate with the VPAA/Dean the timeline and application process for Faculty Fellowships and other faculty awards.
3. To recommend annually to the VPAA/Dean and the President of the College candidates for Faculty Fellowships and other faculty awards on the basis of the applicants' proposals and the availability of funds.
4. To submit an annual report to the VPAA/Dean on the rulings of the committee in regards to the granting of Fellowships and other faculty awards.
5. To advise the VPAA/Dean and the President of the College on the granting of leaves of absence.

5.05.02.h. Faculty Development Committee

The Faculty Development Committee is elected by the Faculty Council and is composed of three faculty members who serve two-year terms. The committee shall elect its own chair.

The functions of the Faculty Development Committee are:

1. To advise annually the Faculty Budget and Welfare Committee on matters related to the awarding of faculty development monies. This includes:
 - a. Receiving at the start of the academic year from the Assistant Dean for Academic Administration an annual summary of the total amount of such monies awarded during the preceding academic year;
 - b. Reviewing this report and consulting with the Faculty Budget and Welfare Committee no later than October 15th on any proposed changes in the amount of faculty development funds or in the policy regarding the awarding of them;
2. To work with the Academic Policy Committee on scheduling and organizing Faculty Development Workshops to explore academic issues of concern to the faculty.
3. To organize lectures/presentations by faculty members of their current scholarly or creative work.
4. To organize informal sessions for faculty members to examine questions of academic concern, e.g., grading, educational philosophy, teaching methods or styles.
5. To work collaboratively with the Office of Academic Affairs and the Office of Institutional Advancement to inform faculty of external funding opportunities and to support faculty who apply for them.

5.05.02.i. Teaching Excellence Award Committee

The Teaching Excellence Award Committee is composed of three faculty members: the past two recipients of the Teaching Excellence Award and one member elected by the Faculty Council for a one-year term. Committee members will be asked to stand-down from committee service in the event that they accept a nomination for the Award in this decision cycle. The committee member elected by the Faculty Council serves as chair.

The function of the Teaching Excellence Award Committee is:

To follow the process for selecting the Teaching Excellence Award recipient according to the process and criteria outlined in the *Faculty Handbook*.

5.05.02.j. The Faculty Governance and Handbook Committee

The Faculty Governance and Handbook Committee is composed of the Vice President of the Faculty Council, who serves a two-year term and as chair of the committee, and two tenured faculty members elected by the Faculty Council, who serve three-year terms.

The functions of the Faculty Governance and Handbook Committee are:

1. To work collaboratively with the Office of Academic Affairs to maintain, update, and make accessible to the faculty the *Full-Time Faculty Handbook*.
2. To engage in periodic review of the Faculty Governance to insure that it aligns with current practices.
3. When deemed necessary, to engage the Faculty Council, the VPAA/Dean, the President, and the Board of Trustees in the process of revising the Faculty Governance.

APPENDIX G



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SELF-ASSESSMENT FOR TENURE-TRACK FACULTY

All tenure-track faculty members are required to complete this form at the end of their first and second years at the College and in each year after the Third Year Review prior to applying for tenure. Faculty members send completed forms to their divisional and departmental chairpersons.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Academic Year of Evaluation:

Date of Completion:

Faculty member's signature

Date

PART I: TEACHING

1) Assess your progress in meeting the teaching goals that you set in your previous year's assessment. For faculty in their first year, assess your progress toward meeting the teaching goals you set in the fall. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Discuss other accomplishments in teaching that were not anticipated in these goals. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) Establish teaching goals for the next academic year. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

1) Assess your progress in meeting the scholarly, professional, and/or artistic achievement goals that you set in your previous year's assessment or, for faculty in their first year, the goals you set in the fall. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Discuss other accomplishments in scholarly, professional, and/or artistic achievement that were not anticipated in these goals. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) Establish scholarly, professional, and/or artistic achievement goals for the next academic year. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART III: SERVICE

1) Assess your progress in meeting the service goals that you set in your previous year's assessment or, for faculty in their first year, the service goals you set in the fall. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Discuss other accomplishments in service that were not anticipated in these goals. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) Establish service goals for the next academic year. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART IV: ADDITIONAL COMMENTS (OPTIONAL)

Please discuss any issues, questions, problems, or concerns that you encountered during this academic year that you would like to discuss with your divisional chairperson and the VPAA. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)



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APPLICATION FOR TENURE AND PROMOTION

This form is completed by tenure-track faculty members who are applying for tenure and promotion. Once completed (but no later than October 1st of the decision year or the first business day thereafter), the Candidate submits five hard copies of this form to the Office of Academic Affairs. This form becomes part of the Candidate's official record.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Faculty member's signature

Date

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

1) Please outline your goals related to scholarly, professional, and/or artistic achievement since your Third-Year Review. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Assess your scholarly, professional, and/or artistic achievement since your Third-Year Review in terms of productivity, quality, and future promise. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) Assess how you have addressed any specific concerns related to scholarly, professional, and/or artistic achievement that emerged during your Third-Year Review. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART III: SERVICE

1) Please outline your goals related to departmental, College-wide, and external professional service since your Third-Year Review. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Assess your departmental, College-wide, and external professional service since your Third-Year Review. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) Assess how you have addressed any specific concerns related to departmental, College-wide, and external professional service that emerged during your Third-Year Review. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART IV: ADDITIONAL COMMENTS. Optional: you may use this optional section to reflect upon, clarify, and/or synthesize information relevant to your years of service at MMC. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)



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APPLICATION FOR PROMOTION (WITHOUT APPLYING FOR TENURE)

This form is completed by faculty members who are applying for promotion to the rank of Associate Professor (without simultaneously applying for tenure) or to the rank of Professor. Once completed but no later than October 1st of the decision year (or the first business day thereafter), the Candidate submits five hard copies of this form to the Office of Academic Affairs. This form becomes part of the Candidate's official record.

Faculty Member:

Year of Initial Appointment:

Academic Year in which tenure was earned (if applicable):

Academic Year of last promotion (if applicable):

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Faculty member's signature

Date

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

1) Please outline your goals related to scholarly, professional, and/or artistic achievement since your last promotion or since your Third-Year Review if you are applying for promotion to Associate Professor prior to applying for tenure. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Assess your scholarly, professional, and/or artistic achievement since your last promotion or since your Third-Year Review if you are applying for promotion to Associate Professor prior to applying for tenure. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) If you are applying for promotion to Associate Professor prior to applying for tenure, assess how you have addressed any specific concerns related to scholarly, professional, and/or artistic achievement that emerged during your Third-Year Review. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART III: SERVICE

1) Please outline your goals related to departmental, College-wide, and external professional service since your last promotion or since your Third-Year Review if you are applying for promotion to Associate Professor prior to applying for tenure. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Assess your departmental, College-wide, and external professional service since your last promotion or since your Third-Year Review if you are applying for promotion to Associate Professor prior to applying for tenure. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) If you are applying for promotion to Associate Professor prior to applying for tenure, assess how you have addressed any specific concerns related to departmental, College-wide, and external professional service that emerged during your Third-Year Review. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART IV: ADDITIONAL COMMENTS. Optional: you may use this optional section to reflect upon, clarify, and/or synthesize information relevant to your years of service at MMC since your last promotion or since your Third-Year Review if you are applying for promotion to Associate Professor prior to applying for tenure. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)



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OFFICIAL RECORD CERTIFICATION FORM

This form is completed by Candidate prior to the October 1st closing date. It is submitted to the VPAA/Dean's Administrative Assistant for inclusion in the Candidate's official record.

Faculty member:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Candidate's signature

Date

VPAA/Dean's Administrative Assistant's signature

Date

Candidate statement:

I have reviewed my official record and certify that:

- My official record is complete
- My official record is not complete

If the official record is not complete, list any specific items that are missing. (500 word limit.)

If the official record was found to be incomplete, was it possible to locate missing items before the October 1st closing date?

- YES
- NO

If “YES,” please list what items were located and what items (if any) remain missing. (500 word limit.)



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**DEPARTMENTAL CHAIRPERSON'S ASSESSMENT OF CANDIDATE FOR TENURE
AND/OR PROMOTION**

This form is completed by departmental chairpersons after soliciting input from senior faculty members in the Candidate's department. Completed forms are submitted to the Office of Academic Affairs by September 1st of the decision year (or the first business day thereafter) for inclusion in the Candidate's official record. The departmental chairperson sends copies to the Candidate, the divisional chairperson, and senior faculty members in the Candidate's department.

Faculty Member:

Year of Initial Appointment:

Application Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Date of Completion:

Departmental Chairperson's signature

Date

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

1) Assess the Candidate's success in meeting his/her scholarly, professional, and/or artistic achievement goals during his/her tenure at the College or since his/her last promotion. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART III: SERVICE

1) Assess the Candidate's success in meeting his/her goals related to departmental, College-wide, and external professional service during his/her tenure at the College or since his/her last promotion. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART IV: ADDITIONAL COMMENTS. Optional: you may use this optional section to reflect upon, clarify, and/or synthesize information relevant to the Candidate's years of service at MMC. (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)



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DIVISIONAL CHAIRPERSON'S ASSESSMENT OF TEACHING OF CANDIDATES FOR TENURE AND/OR PROMOTION

This form is completed by divisional chairpersons for Candidates for Tenure and/or Promotion. Completed forms are submitted to the Office of Academic Affairs for inclusion in the Candidate's official record by September 15th of the decision year (or the first business day thereafter), with copies to the Candidate and the departmental chairperson.

Faculty Member:

Year of Initial Appointment:

Application Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Date of Completion:

Divisional Chairperson's signature

Date



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CoPT RECOMMENDATION FORM FOR TENURE AND/OR PROMOTION

This form is completed by the CoPT when a faculty member has applied for tenure and/or promotion. By January 15th of the decision year (or the first business day thereafter), the CoPT sends this recommendation to the President and sends a copy via overnight mail to the Candidate. Copies are also forwarded to the VPAA/Dean for inclusion in the Candidate's academic file and the divisional and departmental chairpersons.

Faculty member:

Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

CoPT Chairperson's signature

Date

CoPT member's signature

Date

COMMITTEE ON PROMOTION AND TENURE DECISION

PART I: Candidates for Tenure and Promotion

Following review of all materials relevant to tenure and promotion decision, the CoPT offers the following recommendation regarding the Candidate earning tenure and promotion to the rank of Associate Professor:

YES NO

Comments related to the CoPT's decision (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.):

PART II: Candidates for Promotion

The CoPT has reviewed all materials relevant to the Candidate's promotion to the rank of:

Associate Professor Professor Professor Emeritus/Emerita

Following this review, the CoPT offers the following recommendation regarding the Candidate's promotion:

YES NO

Comments related to the CoPT's decision (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.):



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VPAA/DEAN'S RECOMMENDATION FORM FOR TENURE AND/OR PROMOTION

This form is completed by VPAA/Dean when a faculty member has applied for tenure and/or promotion. By February 15th of the decision year (or the first business day thereafter), the VPAA/Dean sends this recommendation to the President and sends a copy via overnight mail to the Candidate. A copy is included in the Candidate's academic file and copies are also forwarded to the CoPT and the divisional and departmental chairpersons.

Faculty member:

Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

VPAA/Dean's signature

Date

VPAA/DEAN RECOMMENDATION

PART I: Candidates for Tenure and Promotion

Following review of all materials relevant to tenure and promotion decision, the VPAA/Dean offers the following recommendation regarding the Candidate earning tenure and promotion to the rank of Associate Professor:

YES NO

Comments related to the VPAA/Dean's decision (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.):

PART II: Candidates for Promotion

The VPAA/Dean has reviewed all materials relevant to the Candidate's promotion to the rank of:

Associate Professor Professor Professor Emeritus/Emerita

Following this review, the VPAA/Dean offers the following recommendation regarding the Candidate's promotion:

YES NO

Comments related to the VPAA/Dean's decision (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.):



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CANDIDATE'S OPTIONAL RESPONSE TO CoPT OR VPAA/DEAN RECOMMENDATION

This form is completed by the Candidate when he/she wishes to respond to the recommendation of the CoPT and/or the VPAA/Dean regarding an application for tenure and/or promotion. The Candidate has seven business days after receiving the CoPT's and/or the VPAA/Dean's recommendation to submit this form. Responses to the CoPT's recommendation are submitted to the VPAA/Dean, with copies to the CoPT and the divisional and departmental chairpersons. Responses to the VPAA/Dean's recommendation are submitted to the President, with copies to the VPAA/Dean, the CoPT, and the divisional and departmental chairpersons. Once a response is submitted, it becomes part of the Candidate's application and moves on to each subsequent stage of the decision-making process.

NOTE: This response may only address specific items raised by the CoPT or the VPAA/Dean in their recommendations. Under no circumstances may the Candidate introduce new evidence or include information that is beyond the scope of these recommendations.

Faculty member:

Tenure and/or Promotion Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Candidate's signature

Date

PART I: ITEMS FROM CoPT OR VPAA/DEAN RECOMMENDATION(S)

List specific items from the CoPT's or the VPAA/Dean's recommendation to which you are responding. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART II: CANDIDATE'S RESPONSE

Provide your response to these items in the space below. (2,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

DATE

Professor A
Some Other College
Somewhere in the U.S.A.

Dear Professor A:

Thank you for your willingness to review the professional credentials of X, Assistant Professor of Y in the Department of Z, who is a candidate for tenure and promotion to Associate Professor at Marymount Manhattan College. In a small college such as ours in which few faculty have colleagues who share expertise in their specialty area, the input from external evaluators is an essential part of a balanced and fair evaluation.

Marymount Manhattan College is a four-year liberal arts college of approximately 1,700 students. Faculty ordinarily teach the equivalent of twenty-one credits each academic year. They also carry the committee and student advising responsibilities typical of an institution that prides itself on faculty/student mentorship and faculty/faculty collaboration.

In this context we would like you to review the enclosed materials and respond to these general questions:

1. Although primary emphasis is placed on teaching excellence, we expect faculty to exhibit accomplishment in three areas: teaching, scholarly and/or creative achievement, and service to the institution. From your experience, would you say that the Candidate's level of scholarly and/or creative achievement as represented by the curriculum vitae is typical (or less than or more than typical) for an individual at this career stage employed at an institution such as ours?
2. What is your assessment of the faculty member's scholarly publications and/or creative achievement? We are interested primarily in your comments concerning the quality of the candidate's work, and either the selectivity of the venues in which publications appeared or the venues in which creative activity has been presented and reviewed. What is your assessment of the Candidate's other professional activities (e.g., presentations at meetings, participation in professional associations)?
3. It is important that any external assessment of the Candidate be objective and fair. Please indicate whether or not you are acquainted with the Candidate. If you know the Candidate, please explain in what capacity you are acquainted with this individual and certify that the nature of that relationship will not interfere with your evaluation.

I realize that your time is valuable and limited, but I would appreciate having your response no later than June 15, 20xx. I am grateful for your time and effort on behalf of the College and the Candidate and look forward to hearing from you. You may email your letter as a Word or PDF attachment to B, Administrative Assistant to the Division of Q, at bbbb@mmm.edu, or mail it to:

B
Division Q
Marymount Manhattan College
221 East 71st Street
New York, NY 10021

If you have any questions about the above, please do not hesitate to call xxx-xxx-xxxx.

Sincerely,

Prof. D, Ph.D.
Chair of Division of Q

Enclosures: Promotion and Tenure Criteria
Curriculum Vitae
Candidate Application
Sampling of Scholarly Publications and/or Creative Activity

Tenure and Promotion Criteria

(from *Faculty Governance*, approved by MMC Faculty Council 4/21/2014, approved by MMC Board of Trustees 5/6/2014)

General:

“Length of service and adequate performance of regular duties do not, of themselves, constitute a sufficient basis for the granting of tenure.”

“A Candidate for tenure is assessed in the areas of teaching, scholarly/artistic/professional achievement, and service. Of these three areas, teaching is primary and therefore receives highest priority. While teaching is prioritized, faculty members must also meet the criteria for scholarly/artistic/professional achievement and service as defined in this document.”

“All Candidates for tenure must demonstrate excellence in teaching, scholarly/artistic/professional achievement, and service. While the term “excellence” applies in specific ways to each of the areas of evaluation, it is taken first and foremost to reflect work that is “pre-eminent; extremely good” (*Oxford Modern English Dictionary*, 1996). One’s work in each of the areas of evaluation is deemed excellent insofar as it is of distinguished quality.”

“It is recognized that the degree of intersection among faculty members’ teaching, scholarly/artistic/professional achievement, and service varies. While faculty members may choose to highlight such connections in applying for tenure, they are not required criteria for granting tenure.”

“Assistant Professors may not apply for tenure without simultaneously applying for promotion to the rank of Associate Professor.”

Scholarly and/or Creative Achievement:

“During the years prior to tenure, the Candidate must demonstrate sustained scholarly/creative/professional activity as well as promise of future accomplishment. There is no quantity of scholarly publication, artistic production, or professional achievement that defines “excellence.” Candidates for tenure are required to have produced a quantity of scholarly/artistic/professional product that is in line with the mutually agreed upon goals articulated during annual reviews and the third-year review. Emphasis is placed on scholarly/creative/professional products that have been disseminated outside of the College and are deemed to be of high quality. It is understood that criteria for judging productivity and accomplishment may vary from discipline to discipline.”



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FIRST-YEAR GOALS FOR TENURE-TRACK FACULTY

All new tenure-track faculty members are required to complete this form during their first semester at the college and to submit it to their divisional and departmental chairpersons by October 1st. The faculty members and chairpersons then meet to review these goals together in order to discuss any necessary revisions or additions. Once the final goals are approved by the divisional and departmental chairpersons, this form is added to the faculty member's academic file.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

Date of Completion:

Faculty member's signature

Date

Divisional Chairperson's signature

Date

Departmental Chairperson's signature

Date

1) Please outline your teaching goals for this coming academic year. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Please outline your scholarly, professional, and/or artistic achievement goals for this coming academic year. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)

3) Please outline your service goals for this coming academic year. (500 word limit. Note: this is not an exemplary length, merely an upper limit.)



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DIVISIONAL CHAIRPERSON'S YEAR-END ASSESSMENT OF TENURE-TRACK FACULTY

This form is completed by the divisional chairperson for all tenure-track faculty members at the end of their first and second years at the College and in each year after the Third Year Review prior to applying for tenure. As stipulated in the Faculty Governance, following a meeting of the faculty member and the divisional and departmental chairpersons to discuss the faculty member's self-assessment, the divisional chairperson completes this form and forwards it, along with the faculty member's self-assessment, to the VPAA/Dean. Divisional chairpersons send copies of this form to the faculty member's department chair and the faculty member. A copy signed by the faculty member is then placed into his/her academic file.

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Academic Year of Evaluation:

Date of Completion:

Divisional Chairperson's signature

Date

Faculty Member's signature

Date

PART I: TEACHING

Assess the faculty member's accomplishments in teaching during the academic year being evaluated. Please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Excellent

Good

Fair

Weak

Has the faculty member set appropriate teaching goals for next year? If no, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Yes

No

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

Assess the faculty member's productivity in scholarly, professional, and/or artistic achievement during the academic year being evaluated. Please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Excellent

Good

Fair

Weak

Has the faculty member set appropriate scholarly, professional, and/or artistic achievement goals for next year? If no, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Yes

No

PART III: SERVICE

Assess the faculty member's accomplishments in service the academic year being evaluated. Please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Excellent

Good

Fair

Weak

Has the faculty member set appropriate service goals for next year? If no, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Yes

No

PART IV: ADDITIONAL COMMENTS OR SUGGESTIONS (OPTIONAL)

Please address any additional issues, questions, problems, or concerns that arose during this academic year. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)



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VPAA/DEAN'S YEAR-END ASSESSMENT OF TENURE-TRACK FACULTY

This form is completed by the VPAA/Dean for all tenure-track faculty members following the meetings of the faculty member, the VPAA/Dean, and the divisional chairperson that are required at the end of the faculty member's first and second years at the College and in each year after the Third Year Review. This meeting is required in the year prior to the faculty member applying for tenure; however, additional meetings may be scheduled at the request of the VPAA/Dean, the divisional or departmental chairperson, or the faculty member. The VPAA/Dean sends copies of the completed form to the faculty member and to the divisional and departmental chairpersons. A completed copy signed by the VPAA/Dean and faculty member is included in the faculty member's academic file.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Academic Year of Evaluation:

Date of Completion:

VPAA/Dean's signature

Date

Faculty Member's signature

Date

PART I: TEACHING

Assess the faculty member's accomplishments in teaching during the academic year being evaluated. Please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Excellent

Good

Fair

Weak

Has the faculty member set appropriate teaching goals for next year? If no, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Yes

No

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

Assess the faculty member's productivity in scholarly, professional, and/or artistic achievement during the academic year being evaluated. Please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Excellent

Good

Fair

Weak

Has the faculty member set appropriate scholarly, professional, and/or artistic achievement goals for next year? If no, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Yes

No

PART III: SERVICE

Assess the faculty member's accomplishments in service the academic year being evaluated. Please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Excellent

Good

Fair

Weak

Has the faculty member set appropriate service goals for next year? If no, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Yes

No

PART IV: ADDITIONAL COMMENTS OR SUGGESTIONS (OPTIONAL)

Please address any additional issues, questions, problems, or concerns that arose during this academic year. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)



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FACULTY TEACHING OBSERVATION FORM

This form is required for all formal peer and Divisional Chair evaluations of a faculty member as required in the By-Laws. Once completed, the form is submitted to the Office of Academic Affairs for inclusion in the faculty member's academic file. Copies are given to the faculty member and kept in the divisional office.

Faculty Member:

Rank:

Department:

Evaluator:

Rank:

Department:

Course Code and Title:

Date of Observation:

Date of Completion:

I have observed the class noted above and offered the comments below.

Signature of Observer

Date

I have met with the observer and have read this report.

(Please circle one): A response is / is not attached.

Signature of Faculty Member

Date

INSTRUCTIONS TO OBSERVER

Please familiarize yourself with the content and structure of this form before you are scheduled to observe your colleague. The form provides for both narrative and checklist assessment. You are encouraged to complete the form after, rather than during, the observation. Your narrative comments should guide your responses to the checklist sections that follow in each category. Faculty should not hesitate to check NA (not applicable) for any item that may not pertain to the session they observed.

It is clear that neither one classroom observation nor any given form can provide evidence of all of the finer points of anyone's teaching effectiveness. The real value of this form is cumulative. Comments made on this form should provide the basis for discussion at the post-observation conference.

PART ONE: CONTENT

In the space below, please summarize the content of the session and evaluate the instructor's facility with it.

The instructor appears to have a strong command of his/her subject matter.

Agree Strongly Agree Disagree Disagree Strongly

PART TWO: METHODOLOGY

In the space below, please summarize the methodology employed by the instructor and evaluate the instructor's effectiveness.

A. For all classes and primarily for lecture/discussion

1. The instructor was adequately prepared for this session.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructor's presentation of material was clear.

Agree Strongly Agree Disagree Disagree Strongly NA

3. The instructor made clear the goals of the session.

Agree Strongly Agree Disagree Disagree Strongly NA

4. The instructor achieved the objectives of the session.

Agree Strongly Agree Disagree Disagree Strongly NA

5. The instructor framed thought-provoking questions.

Agree Strongly Agree Disagree Disagree Strongly NA

6. The instructor demonstrated ability to stimulate and focus discussion.

Agree Strongly Agree Disagree Disagree Strongly NA

7. The instructor was able to respond appropriately to students' questions.

Agree Strongly Agree Disagree Disagree Strongly NA

B. For labs, studio and performance classes

1. The instructor demonstrated the ability to mentor/coach students.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructor demonstrated the ability to teach a structured technique.

Agree Strongly Agree Disagree Disagree Strongly NA

3. The instructor was able to instruct individual students while continuing to engage the remainder of the class in the learning process.

Agree Strongly Agree Disagree Disagree Strongly NA

4. The instructor was able to convey a sense of and guide students through an artistic/scientific process.

Agree Strongly Agree Disagree Disagree Strongly NA

C. For collaborative learning workshops

1. The instructor was able to guide and focus activity within student groups.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructor was able to support student initiative within groups.

Agree Strongly Agree Disagree Disagree Strongly NA

D. For team taught classes

1. The instructors were prepared to coordinate their teaching efforts with each other.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructors teaching efforts complemented each other.

Agree Strongly Agree Disagree Disagree Strongly NA

PART THREE: ORGANIZATION

In the space below, please evaluate the overall organization/design of the session.

1. Instruction followed a logical sequence.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructor's pace was appropriate to students' abilities and needs.

Agree Strongly Agree Disagree Disagree Strongly NA

3. Provision was made to summarize or evaluate the objectives of the session.

Agree Strongly Agree Disagree Disagree Strongly NA

4. The instructor made effective use of time.

Agree Strongly Agree Disagree Disagree Strongly NA

PART IV: STUDENT DYNAMICS

In the space below, please comment on the interaction of students with the instructor and with other students in this class as it relates to student learning.

1. The instructor demonstrated respect for students.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructor was able to accommodate to varying student needs and styles of learning.

Agree Strongly Agree Disagree Disagree Strongly NA

3. The instructor was able to vary questions and approaches to learning to accommodate different student needs and abilities.

Agree Strongly Agree Disagree Disagree Strongly NA

4. The instructor provided useful criticism.

Agree Strongly Agree Disagree Disagree Strongly NA

5. The instructor stimulated students to interact with each other.

Agree Strongly Agree Disagree Disagree Strongly NA

6. Students were individually and actively involved in the learning process.

Agree Strongly Agree Disagree Disagree Strongly NA

7. The existence of a positive learning climate was apparent in the classroom.

Agree Strongly Agree Disagree Disagree Strongly NA

PART FIVE: ABILITY TO COMMUNICATE

In the space below, please comment on the effectiveness of the instructor's communication style.

1. The instructor made appropriate use of terminology.

Agree Strongly Agree Disagree Disagree Strongly NA

2. The instructor is able to draw analogies and/or analyze.

Agree Strongly Agree Disagree Disagree Strongly NA

3. The instructor is able to explain difficult concepts.

Agree Strongly Agree Disagree Disagree Strongly NA

4. The instructor is articulate and effectively projects his/her voice.

Agree Strongly Agree Disagree Disagree Strongly NA

PART SIX: OVERALL PERCEPTIONS

In the space below, please provide an overall view of the effectiveness of this class. Please include any factors not previously mentioned as well as suggestions. Please be as specific as possible.



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THIRD-YEAR REVIEW FOR TENURE-TRACK FACULTY

This form is completed by tenure-track faculty members during their third year of service (faculty members hired on shortened tenure clocks are required to complete this form according to the timeline specified in their appointment letter). Once completed but no later than March 15th (or the first business day thereafter), the faculty member submits five hard copies of this form to the Office of Academic Affairs, with copies to their divisional and departmental chairpersons. At the completion of the Third-Year Review, one copy of this form is included in the faculty member's academic file.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Academic Years of Evaluation:

Date of Completion:

Faculty member's signature

Date

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

1) Please discuss in detail your goals related to scholarly, professional, and/or artistic achievement during these first three years at the college. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Assess your scholarly, professional, and/or artistic achievement over the last three years in terms of productivity, quality, and future promise. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART III: SERVICE

1) Please discuss in detail your goals related to departmental, college-wide, and external professional service during these first three years at the college. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) Assess your departmental, college-wide, and external professional service over these three years. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART IV: ADDITIONAL COMMENTS. Optional: you may use this optional section to reflect upon, clarify, and/or synthesize information relevant to your three years of service at MMC. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART V: PLEASE ATTACH A COPY OF YOUR UPDATED C.V. TO THIS DOCUMENT.



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THIRD-YEAR REVIEW COPT RESPONSE

This form is completed by the Committee on Promotion and Tenure and must be received by the faculty member no later than May 1st (or the first business day thereafter), with copies to the VPAA/Dean and the faculty member's divisional and departmental chairpersons. A copy of this form is included in the faculty member's academic file.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Academic Years of Evaluation:

Date of Completion:

CoPT chairperson's signature

Date

PART I: TEACHING

- 1) Assess the faculty member's progress toward reaching his/her teaching goals and toward developing a teaching style that is student-centered, stimulates intellectual curiosity, and encourages independent and informed learning. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Good Fair Weak

PART II: SCHOLARLY, PROFESSIONAL, AND /OR ARTISTIC ACHIEVEMENT

- 1) Assess the faculty member's ongoing progress in scholarly, professional, and/or artistic achievement during the period being evaluated in terms of productivity, quality, and future promise. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Good Fair Weak

PART III: SERVICE

- 1) Assess the faculty member's ongoing progress regarding active participation in departmental, college-wide, and external professional service during the period being evaluated. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

Good Fair Weak

PART IV: ADDITIONAL COMMENTS (OPTIONAL)

Please address any questions or concerns that the committee has identified as part of its review. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)



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POST THIRD-YEAR REVIEW DEVELOPMENT PLAN

This form is completed by tenure-track faculty members in consultation with the divisional chairperson and the VPAA/Dean upon receipt of CoPT's Third-Year Review Response. Once completed but no later than September 1st (or the first business day thereafter), the faculty member submits this plan, signed by the faculty member, the divisional chairperson, and the VPPA/Dean, to the Office of Academic Affairs for inclusion in the faculty member's academic file. Copies are distributed to the divisional and departmental chairpersons.

Faculty Member:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Academic Years of Evaluation:

Date of Completion:

Faculty member's signature

Date

Divisional Chairperson's signature

Date

VPAA/Dean's signature

Date

PART II: SCHOLARLY, PROFESSIONAL, AND/OR ARTISTIC ACHIEVEMENT

1) What are your scholarly, professional, and/or artistic achievement goals for your remaining years on the tenure track? What are your specific scholarly, professional, and/or artistic achievement goals for the upcoming academic year? (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) If CoPT identified any specific concerns in its assessment of your productivity in scholarly, professional, and/or artistic achievement, what steps do you anticipate taking to address them? (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART III: SERVICE

1) What are your service goals for your remaining years on the tenure track? What are your specific service goals for the upcoming academic year? (1,500 word limit. Note: this is not an exemplary length, merely an upper limit.)

2) If CoPT identified any specific concerns in its assessment of your service, what steps do you anticipate taking to address them? (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

PART IV: ADDITIONAL COMMENTS (OPTIONAL). (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)



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DIVISIONAL CHAIRPERSON'S CERTIFICATION OF NEED OF TENURE-TRACK LINE

This form is completed by the divisional chairperson, in consultation with the departmental chairperson, when a tenure-track faculty member is preparing to apply for tenure. By November 15th of the year preceding the decision year (or the first business day thereafter), the divisional chairperson sends the completed form to the Chair of the CoPT and the VPAA/Dean, with copies to the Candidate and his/her departmental chairperson. This form becomes part of the Candidate's official record.

Tenure line:

Faculty member currently holding tenure line:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Date of Completion:

Divisional Chairperson's signature

Date

CERTIFICATION OF NEED

Based on current, recent, and projected enrollments in the Candidate's academic area, the relative importance of the Candidate's area to the educational goals of the College, and the relationship of the Candidates academic area to the plans and programs of the department and division, I certify the need for this tenure line YES NO

If you answered "NO" to the above, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)



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VPAA/DEAN'S CERTIFICATION OF NEED OF TENURE-TRACK LINE

This form is completed by the VPAA/Dean when a tenure-track faculty member is preparing to apply for tenure. By December 15th of the year preceding the decision year (or the first business day thereafter), the VPAA/Dean sends the completed form to the Chair of the CoPT, with copies to the Candidate and his/her divisional and departmental chairpersons. This form becomes part of the Candidate's official record.

Tenure line:

Faculty member currently holding tenure line:

Year of Initial Appointment:

Tenure Decision Year:

Current Rank:

Department:

Departmental Chairperson:

Division:

Divisional Chairperson:

VPAA/Dean:

Date of Completion:

VPAA/Dean's signature

Date

CERTIFICATION OF NEED

Based on the Candidates' divisional chairperson's certification and its basis, the relationship between the needs of the Candidate's department and division to the needs of the other departments and divisions, and the relative importance of the Candidate's academic area to the educational goals of the College, I certify the need for this tenure line: YES NO

If you answered "NO" to the above, please explain below. (1,000 word limit. Note: this is not an exemplary length, merely an upper limit.)

APPENDIX DOCUMENTS