

other credential, designed to foster a coherent student learning experience and to promote synthesis of learning

:

2019-2020 Graduate Catalog (website)

2019-2020 Undergraduate Catalog (website)

AA/AS accreditation documents (website)

program before deciding to join it. Programs with discipline specific accreditation such as Chemistry or Nursing have additional parameters placed by the accrediting bodies that require both specific content and objectives be met (

Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

- a. *Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;*
 - b. *qualified for the positions they hold and the work they do;*
 - c. *Sufficient in number;*
 - d. *Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;*
 - e. *reviewed regularly and equitably based on written, disseminated.*
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a. Rigorous and Effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies

Mercyhurst University takes great care to provide a robust educational experience driven by excellence in teaching and the Mission and Core Values of the institution. The mission highlights the student-faculty bonds, made possible through smaller classes, experiential learning, and individual attention. The Core Values connect all the components of a Mercyhurst education, encompassing both curricular and co-curricular experiences across associate, undergraduate, graduate, and certificate programs. That means a Mercyhurst education involves faculty, staff, and administrators as professionals guiding students through their educational development as people who are socially merciful, globally responsible, compassionately hospitable, intellectually creative, reflectively aware, ambassadors of service. The University-wide Student Learning Outcomes of Civic Engagement and Intercultural Skills, Critical and Creative Thinking, Effective Communication, Information Literacy, Quantitative and Scientific Reasoning, and Ethical Reasoning are embedded throughout the curriculum and involve the full faculty in development and assessment of these learning outcomes. While not every program addresses every learning outcome, each program is connected to one or more.

One of the first places to look, then, for the teaching effectiveness of Mercyhurst faculty is the syllabus repository. Every term, all faculty syllabi are gathered and made available to faculty, staff and administrators through the HUB. The syllabi map out the structures of the course and often indicate the connection of the course material to both the program and University-wide Student Learning Outcomes. The syllabus repository is used by departments in the hiring of adjuncts. Looking to the syllabus for a course needing to be covered indicates for the department what specific skills they need to look for in an adjunct or part-time member and also provides a new hire or adjunct insight into departmental expectations. It is further used by departments to provide guidance for adjuncts, part-time faculty, and new hires on how to approach a pre-existing course. This is particularly important for departments that use multiple adjuncts to teach the same course in order to provide consistency across the courses. Departments also use the syllabus repository to review courses to make sure they are in compliance with both University policies and accreditation standards for programs with additional, discipline specific accreditation. On a case-by-case basis, the syllabus repository may be used if a question or issue arises in a course in order to determine a resolution to a specific issue.

The syllabus repository provides additional aid in course and program development across disciplines. For example, faculty in the Anthropology/Archeology department use the syllabus repository to find similar courses across disciplines to make sure that the same texts are not being used. Using the same texts across courses limits the student's engagement with ideas, and so the syllabus repository provides a way for faculty to more fully enrich the classroom experience by providing diverse voices.

Anthropology/Archeology also uses the repository to see that the work expectations for their courses are commensurate with similar courses in other departments. This also provides various departments ways to identify what courses are being offered and with what specific content in order to see if there is a course their department could offer that would fill a gap in students' education. While the course

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repository by their advisors in order for them to make informed choices about course selection or if they need to provide a syllabus for a graduate school application.

The syllabus repository also contributes to assessment of programs by providing an official record of courses taught and their specific content, allowing department chairs to determine if courses are being taught that reflect the departmental student learning outcomes and Academic PLANS. The English department, for example, notes that when the department considers curriculum revision or assessment review, the syllabus repository is a valuable aid to examine how individual courses contribute to department goals. The syllabus repository provides examples of the content of courses and is used in finding, preparing, and supporting faculty as well as curriculum development and assessment. The syllabus repository is also helpful for student services staff members to align approaches toward program and/or University-wide learning outcomes and collaborate effectively with faculty members

The University has a standardized classroom observation form available through the Provost's page on the University Hub. This form looks specifically for examples of student engagement, effective communication with students, effective teaching styles and strategies, and content. These observations are then discussed between the faculty member and their department chair for formative evaluation, providing suggestions for improvement. While rigor is hard to determine via a single classroom observation, the handbook requires multiple observations, and often these are of the same class in different semesters. Many observers first request the course syllabus prior to the observation, which allows the observer to get some context of the class that they are viewing in the overall goals of the course. Effective teaching is gauged by student interaction, use of different pedagogies and technologies to deliver the material, and the ability of the instructor to effectively communicate the material during

- Other (e.g., additional letters)
- IDEA-SRI and/or SIRII Evaluations (from aggregate data provided by the rank and tenure committee and/or individual reports available in the candidate's professional file)
- Colleague Interviews
- Student Interviews
- Candidate's Portfolio
- Recommendation letters from t

direction of the Office of Institutional Effectiveness (OIE). Using Microsoft Forms, OIE provides an Annual Assessment Report form that departments fill out collectively, identifying what SLO the department has

While IDEA is used for evaluation of almost every class and the University-wide SLOs are not assessed for every class, it is a useful way to see the connections between all parts of the curriculum in both the assessment and evaluation process. In Spring 2020 IDEA surveys were not run. In Fall 2020 they have been used again for almost every course. Certain programs such as Physician Assistant Studies have specific accreditation requirements that IDEA does not meet. In these cases, the programs have an alternative faculty evaluation tool (for example Qualtrics) the functions similarly to IDEA for both formative and summative evaluation of faculty. University-wide learning outcomes are also assessed in undergraduate programs through departmental capstone courses. Every department is required to have a capstone course for its undergraduate programs. In 2019, capstone forms were used to ensure that departments were assessing institutional-level outcomes in their capstones.

Finally, with regard to the scholarly inquiry and service of the faculty, both of these are expectations of the institution. While teaching is always the primary concern of faculty, the Faculty Handbook lays out expectations for scholarship and service for all full-time faculty (see above). As with teaching effectiveness, scholarly activity and service are evaluated annually through the academic evaluation process and more rigorously in the pre-tenure review process for tenure track faculty. While all faculty engage in scholarship and service, the handbook provides specific expectations for tenure track faculty. This is evaluated by chairs, associate deans, deans, the Provost's office, and the Rank and Tenure committee. Evidence of faculty scholarship is further found with the annual Celebration of Scholars that lists the achievements of the faculty in scholarly activity. Due to the Covid-19 pandemic, the 2019 Celebration of Scholars was published on the university website (<https://www.mercyhurst.edu/celebration-of-scholars>). It includes: 1) publication of books, book chapters, and monographs, 2) juried exhibitions, invitationals, and performances, 3) peer reviewed publications, 4) funded grants and contracts, 5) conference presentations and invited addresses, and 5) a sample of additional scholarly engagement of the faculty within their disciplines. In addition to the faculty's own research, they guide a significant amount of undergraduate and graduate research. This is highlighted in the annual Illumination event for undergraduate research.

b. Qualified for the positions they hold and the work they do

Human Resources policies and the Faculty Handbook outline qualifications for all roles across the institution. These qualifications are also included in all job postings. The hiring process includes ascertaining that all hires in the academic unit are qualified for their positions. Job descriptions are required for all new positions, and the Curriculum Vitae is put on file as part of the official hiring process. In the case of faculty positions, the hiring protocol specifically relies on the existing departmental experts to help vet the qualifications of faculty in their discipline. The Faculty Hiring Protocol is a formal document available through the Provost's office and provided to any department before conducting a search to organize the job call and search itself. Use of the protocol is monitored at all points in the hiring process, including at the dean and Provost level. This method is used for full, part-time, and adjunct faculty. While the search for adjunct faculty is not as rigorous a process as for full or even part-time faculty, departments still control the process in determining that adjuncts chosen meet the needs and requirements of the program. In the case of music, for example, many adjuncts are used in order to provide expertise in specific instruments. In the case of the graduate program in Intelligence Studies, many adjuncts are used who are professionals in the field rather than academics, because of the real-world experience they are able to provide to the students. Likewise, with the exception of iMU, staff and administrators who teach courses in specific departments must also meet qualification

standards set by the department. In Catholic Studies, for example, the Vice President of Mission and the University Chaplain both teach courses for the program. They hold degrees appropriate for the level of courses they teach as determined by the Department of Religious Studies.

c. Sufficient in number

The university also provides faculty with opportunities for scholarship development. Each of the four colleges has a system for application of faculty development funds. In the Zurn College, for example, these applications are sent to the Dean who allocates the funds across all departments in the college on a first come first served basis. In the Hafenmaier College, these applications are sent to a committee that includes the dean, associate dean, and one representative each from humanities, arts, and social sciences. Caps are placed on the funds in order to ensure that there are sufficient funds for at least

not, however, connect graduate, certificate, and Bachelor and Associate programs exempt from REACH to the University-wide learning outcomes. OIE is currently conducting a review of our assessments this academic year, and the capstone forms will factor into that discussion. Further, using IDEA to evaluate faculty qualifications and rigor is limited in a variety of ways. In Spring 2020 IDEA was not run for any classes because of the rapid move to remote learning due to the pandemic. In Fall 2020 IDEA is once again being run, but the University has yet to discuss how results from the particular circumstances of a University-wide shift in teaching structures to accommodate Covid 19 protocols will affect those results.

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Another area available through the main menu within each catalog is a link to Academic Affairs. This is where students can locate information specific to general requirements for graduation, including the minimum number of credits to complete a degree, which addresses time to completion.

The Mercyhurst Hub is another source of information for students regarding academic programs and degree requirements. In the Student Hub, under the Academics and Registrar tabs, students can select Course Catalogs to link back to the searchable documents discussed above. Additional information accessible through the Registrar pages on the HUB include the academic calendar, details regarding the REACH liberal arts curriculum, graduation requirements, and links to PDF versions of prior catalogs.

For students working toward a bachelor's degree, the Academic Resources tab on the Student Hub provides another source of information related to expected time to completion under the 15 to Finish tab. This page highlights the four-year completion time, which requires students to take fifteen credits each semester.

In addition to the broad spectrum of information noted above, prospective students are provided with program information at a variety of admission events. The respective admission offices host numerous events throughout the year including Open Houses, Information Sessions, Day-in events, and Program Spotlights. Program materials are provided to prospective students at these events, including Hot Sheets, which provide details of admission requirements and time to completion. For example the Physical Therapist Assistant Program Hot Sheet begins with "Our two-year program..." Due to Covid 19 mitigation strategies, Day-In events have become virtual.

Orientation sessions for newly enrolled students provide ntaentDc(c)ior15.6 (o)1.8 (w -39.527 -1.218-18.4 (.7 (be)9.1 .6

through individual departments responsible for the information provided. For example, the Office of Admission tracks attendance at various admission events and monitors engagement of potential students from the first contact through application, confirmation, and matriculation. Communication from the Admission office states, "We track student attendance in our CRM system. We then follow up with communication pieces and are able to follow the application process and funnel stage for each student. For example, 17 students attended out of 21 registered for the "Day-In Fashion" event. 13 students were seniors in high school, and 7 ended up enrolling at Mercyhurst for the Fall 2020 semester. Over 50% "yield" rate on an event is exceptional." (Christian Beyer survey response.) Data pertaining to materials provided through the Office of Admission supports, in part, the usefulness and clarity of information.

Students are an essential source of data supporting access to and usefulness of information available about their respective programs of study, curricula, and progress to completion. A survey implemented through Student Government reveals that 59% of respondents use the HUB, with 65% indicating information provided on the HUB is useful. Eighty percent of respondents indicate they access the HUB at least weekly, and 82% indicate information is easy to understand. Additionally, 88% of respondents use Self-Service as their primary source of information regarding their program requirements and progress.

As indicated on a student survey, the HUB is likely underutilized: "I think the hub is great, but students do not look at it enough! Maybe start pushing it hard to new freshman?" (Student survey response.) Faculty advisors and academic support staff could emphasize the utility of the HUB to a greater degree, encouraging students to seek out information available to them. Further exploration on the availability and usefulness of information may be warranted and could be accomplished through a survey of incoming freshmen students.

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Career Workshop Fall Schedule 2020 (Not in evidence)

Mercyhurst University provides a wide variety of learning opportunities and resources that support the institution's programs and the academic progress of all students.

One of the overarching pieces of evidence is the REACH Curriculum that is embedded in most associate and bachelor's degree programs at the institution and forms the foundation for those programs' commitment to the liberal arts education at Mercyhurst. The REACH Curriculum provides a variety of course offerings in multiple disciplines, such as Economics, Psychology, Biology, English, and Religious Studies. The REACH Curriculum includes the Freshman Year Experience, (iMU and Research and Writing), The five REACH categories (Reason and Faith, Expression and Creativity, Analysis

university wide LMS system is used to provide student access to synchronous courses and supplemental course materials as well as

for electives or additional programs, for example a double-major or a minor that complements the student's primary field of study.

At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

*5a. Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;*R -675(hes2.- aceagi147h)8-02h h189-3 (1TJ0.-146

The Liberal arts core of the general education curriculum is

adapt to the unprecedented challenges presented by COVID-19 but also reflected the importance of the consistent content provided each year to first-year students. While the adapted format for 2020 does highlight the ability to pivot and still provide first year students with programming

without alteration of the content, for purposes of continuous preservation and access by those affiliated

Institutional Review Board (IRB) committee to review its usage. However, a more robust review of how the IRB committee and the university uses the docu t1.5 ()-18.4 (a)-0.7 (m)-8 (o)-7.3 (r)-21.7 (Tw 0.218 0 Td[H7]1.8 (c)-7

delivered by other institutions or third-party providers. Much of the review is completed in advance using articulation agreements.

Articulation Agreements are an educational partnership where a university agrees to accept certain credits that were earned at a different educational institution. Sharing this type of agreement with potential, or current, students identifies potential opportunities for continuing education at partner institutions once Mercyhurst degree requirements are met. The Articulation Agreements are found in the footer of the Mercyhurst publication. pub(i)-5.4 wc fociogTJO Tc 0 Tw 6 wvebeti fnd rc Ptnicios fcn aC7.7 (h)1.7 (n)1 (epi)-5.4 wcc

Every three years, a first-year student cohort and a senior cohort (intentionally designed so that each first-

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All documents of the university are written in English. Those who have primary contact with the Commission speak in English in those conversations. All working Group and Steering Committee meetings are conducted in English. Yes. Mercyhurst is entirely compliant here.

The institution complies with all applicable government (usually Federal and state) laws and regulations.

Associate Articulation Agreements
Baccalaureate Articulation Agreements
Graduate Articulation Agreements
PDE Higher Education Reports
North East Consolidation Plan (check name in evidence)
Covid 19 Mitigation Plan (not in evidence)
FERPA (not in evidence)
Title IX reports (not in evidence)

Mercyhurst University, through the Office of Institutional Effectiveness, the Provost's Office, and the

Founded by the Sisters of Mercy, the University embraces its identity as a Catholic, Mercy institution of higher education and demonstrates a commitment to that identity within its Mission, Vision, and Core Values. Aspects of the Mission are embedded throughout university offices and programs. The Board of Trustees as a whole and the specific mission subcommittee engages the Mercyhurst community in fulfilling the Mission, Vision and Core Values. Members of the Mission Area under the leadership of the VP for Mission meet regularly with the board and serve an integral role in guiding the university. This is evident in the Board of Trustees Meeting Minutes, with each meeting including an update from members of the Mission Area.

The Mission statement is easily found in various sources accessible to the public, students, and employees: University Student Handbook page 9; Employee Handbook page 2; Faculty Handbook page 13; Website (About and Mission); and The Hub (Mission tab).

The Mission guides much of university life and serves as the basis of all strategic planning initiatives as evidenced in the Strategic Plan 2018-2020 and the Strategic Plan Update 2/14/20: "Renewal Through the Mercy Mission". The recent strategic initiative for restructuring is also indicative of mission integration: "Mission Inspired. Future Ready." Each of these demonstrates a desire to continue living the mission through practice and education. As stated on the Mercyhurst webpages for Mission: "Mercyhurst education aims at engaging students for life and at creating leaders in justice and service."

During 2019 and 2020, the VP for Mission led the university through a comprehensive mission self-study process which included a culminating multi-day virtual site visit in October 2020 from several representat 7.3 (m)-8 (s)rtomprie fverече forrcyugh cir Educati

Annual Report on Campus Ministry to diocese of Erie
Mission Office Report to Mercy Coalition (Not in evidence, need to check the name)
IPEDS Webpage
Marketing Reports
Marketing Upload News Stories; Mercyhurst News Stories
Mercyhurst Magazine
Mercyhurst Public Website

Mercyhurst University maintains a rigorous assessment process of all programs and offices. The Assessment Handbook, created in 2014, for Academic Program and Core Curriculum assessment provides a detailed description of the assessment philosophy of the institution and the Mercyhurst Mission that drives all programs at the University. Strategic goals are identified. The handbook then provides guidelines for programs to develop their assessment plans, conduct annual assessment, and incorporate the results of that assessment into the programs to more effectively achieve their goals. General education assessment is also outlined, including working groups for assessment of University-wide student learning outcomes that includes faculty from across the curriculum. The Handbook provides information on WEAVEonline. "WEAVEonline is a central repository for assessment information where faculty and staff can learn about and document assessment and quality improvement processes, procedures, and evidence. The software records assessment practices in academic, administrative, and educational support areas. This system is also helpful for tracking assessment information for accrediting groups (such as MSCHE) and annual reports. In addition, entered data can be linked to Academic Program Outcomes, General Education/Core Curriculum Outcomes, and the Strategic Plan" (from the 2014 handbook). The handbook does not include information about Chalk and Wire, which is

Syllabus Repository
Assessment Handbook
Assessment Institute Schedules
Classroom Observation Fs

Based on the extensive vetting process of courses and programs in light of programmatic and university needs, there is a clear cohesion to a Mercyhurst education. The pairing of IDEA Global Learning Objectives with University-wide learning outcomes connects each course to the larger curriculum of the institution, which reflects the overall mission and core values. The rigor of all learning programs is determined not only at the program level but also at the level of individual faculty and courses, that each course have the appropriate work load and content as determined by the department. In particular, department's with external disciplinary accreditation must demonstrate the rigor and coherence of their programs. The OutREACH program connects the overall learning goals of the University to the mission and core values, from the first semester of the first year in IMU, to BTG in the sophomore or junior year, to ETH 400 in the senior year. While not every program is represented in REACH, every student takes the REACH courses to provide breadth to their course of study in light of the University-wide learning outcomes, and ETH 400 in particular is designed to connect each student's

U, to t--18-4 (e) 9 a (m) 1 (i) 5 9. 8 5 7 (s) 2 5 2 (c) 9 8 RE (s) 7 c (9 0) 7 8 (4 0) 7 1 (0 1) 5 (r) 3 6 5 4 (5)

Substantive Change for Closure of the North East Branch Campus Document is not available in the SharePoint folder
Tutoring Center Data

On January 7, 2020, the VP for Mission shared the preliminary findings from the report publicly with employees during an annual Employee Professional Development in-house conference day. The full day of breakout sessions was inspired by and built around the notion of Mission as it is integral to every employee's work. The Office of Mission concluded a "2020 Employee Mission Survey" on January 24, 2020 with the questions and results documented. The survey illustrated the positive change from nearly a decade prior in terms of employees' perceptions about how Mission would be carried forward remaining in alignment with a Mercy Mission without full-time Sisters of Mercy employed by the institution. The survey also became a backdrop for dialogue during an open forum with the VP for Mission for all employees to participate as they wished to share publicly or privately.

The 2018 and 2019 Annual State of the University Address is housed in the .7 ((d i)-53.1 ()1.7 (r)5.5 a)8.2 (nd 2019 A)-0.8

the university would be ineffective, inefficient, and pose a risk to the overall financial wellbeing of the university.

The updated June 1, 2019 edition of the Employee Handbook is maintained by the HR department with editing/input from administration and designated handbook review committee members. It can be found on the Hub. The handbook assists employees by setting work expectations, provides roadmaps for resolving issues, prepares workers for work and life balance, and generally maintains an order for all work to be effective and efficient while allowing for the document to be updated and refined over time to address any changes that arise. New and long-time employees can each access the online handbook any time there are questions, requests for information, or a potential need to edit and update the handbook due to some change at the University or in society.

The annual Freshman Course Preference Survey is maintained through the office of Academic Support with Provost Office oversight. The survey is used to efficiently and more effectively place incoming first-year students into classes with an attempt to offer courses that match student preferences and any needs for remedial course work to courses being offered. Prior to a course preference survey where the courses would be pre-selected based on student input, the reality of planning for the start of Fall semester courses with an optimal environment for student and faculty satisfaction with smooth operations was much more complicated and challenging.

The Advancement Office tracks annual fundraising and produces reports as requested by Trustees or Finance, for example. The IRS Form 990 is an additional resource that annually and publicly reports on university fundraising. The fundraising reports provide an update to individuals, such as the Trustees, who have the authority and interest in tracking annual giving and fundraising efforts. Without fundraising reports, the Advancement team and individual.9 (nd i)-5.4h7(no)1.8 (r)5.5 (t)9.79 (T)-1.9 (r)-12.6 (us) 2 (e)9.1

planning, and participating opportunities for the creation of the next strategic plan. The March 2020 schedule also shares activity updates with how many and what types of contributors helped to produce the ideas to be woven into the document.

Substantive Change for Closure of the North East Branch Campus Document is not available in the SharePoint folder

The 2020 tutoring center data is maintained by the Tutoring Center through the Office of Academic Support and Student Success. Having the Tutoring Center data in a single workbook allows for follow-up conversations with departments and future consultants in terms of making informed decisions and adjustments to the budget and center programming for the future semester. It is worth noting the 2020 data is time-stamped and captures the center's programming continuity during the challenges of operating within the COVID-19 remote learning environment. The data illustrates the requests for content area by course with corresponding consultant hours and student requestors.

