



# FACULTY HANDBOOK

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*Faculty Policies & Procedure Handbook*

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9/1/2014-8/31/2015

Dear Faculty:

Thank you for being part of the American University of Health Sciences (AUHS). While the focus of any great university is its students, for us at AUHS the foundation is our faith in God and ultimately the work you as its faculty carry out to achieve the University's mission and goals. Without your belief in our mission, your character, intellect, and commitment to teaching, learning, research, discovery and outreach, very little can be accomplished.

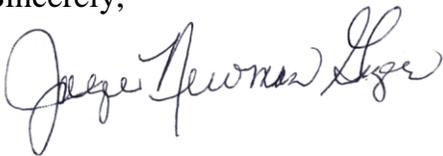
Please know that we sincerely value all you do, and everything you bring to our campus.

The policies, practices and procedures set forth in this Faculty Handbook will acquaint you with the administration expectations and governance of AUHS. As you familiarize yourself with the university, we encourage you to pursue a relationship with Christ, academic excellence, community engagement and develop a sense of life-long learning for your own local and global purpose through participation in university governance.

Faculty leadership is indispensable to maintaining and improving the quality and rigor of this institution, and we hope you will share in that responsibility. We depend on your informed input and look forward to working with you to make this the best academic institution with the mission of serving students. We also look forward to hearing from you.

Once again, let me thank you for all you do as we strive to deliver excellence to our students,.

Sincerely,

A handwritten signature in black ink, appearing to read "Joyce Newman Giger". The signature is fluid and cursive, with the first name "Joyce" being the most prominent.

Dr. Joyce Newman Giger, President

-The purpose of the handbook is to try to gather information of importance for faculty (both full-time and part-time) into one location. Not all questions will be answered in this document, and may be referenced to additional documents such as the University Catalogue, Student Handbook(s), Faculty Bylaws and other similar documents, which guide you in the right direction for additional information. If you notice additional topics that would be helpful to be included in future versions of this handbook, contact the Chief Academic Officer with your ideas.

The Faculty Handbook should in no way be construed as an employment contract.

The American University of Health Sciences is a community of scholars and educators whose relationships are based upon the premise of respect and trust and who are committed to the highest levels of evidenced based teaching and integrity in their scholarly and academic work. This Faculty Handbook is written to inform and provide needed guidance related to University policy and practices and is not intended to be a contract between the faculty and the University. Therefore, the language in this Handbook does not supersede, supplement, alter or in any way change the interpretation of the language of any of the official University documents such as departmental Faculty Bylaws documents, University Catalogues or other University publications. Specific questions regarding the rights and responsibilities of University administration, staff and faculty members can only be resolved by reference to the appropriate official document.

While efforts will be made to update this Handbook it should be remembered that changes in policies, practices and procedures and other information are effective as of the date of action or issuance by the appropriate University body although such changes may not have been distributed or published in this Handbook.

## **BACKGROUND OF AUHS**

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The American University of Health Sciences (AUHS) was originally founded in 1994 as a postsecondary educational institution to educate and equip students for life careers in the field of health education and to produce quality health care professionals for the community and the country. AUHS was founded by Dr. Kim Dang and Pastor Gregory Johnson, who serves as Vice Chair of the Governing Board and Chief Operating Officer under the auspices of the President, and Dr. Joyce Newman Giger. AUHS is the first, Private for Profit, Minority-owned, Minority-serving, Christian-based University offering a bachelor's degree in nursing in the history of California.

AUHS exists to educate students from ethnic and culturally diverse groups who are prepared to make a positive impact on the health care needs of vulnerable populations through the provision of evidenced-based practice. AUHS promotes its mission through a combination of creating a strong and caring academic environment where excellence, diversity, and the development of the entire person including mind, body, and spirit is addressed; and where teaching and learning, research, service, and scholarship is valued and supported. The University's core values are inspired by a strong belief in God and the Christian values of love and caring for humankind, of justice and respect for all humankind, and include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, service to our fellow man, and a commitment to life-long learning.

AUHS currently offers three (3) programs of study leading to a degree. The University offers a Master's of Science Degree in Clinical Research, a Bachelors of Science Degree in Nursing, and a newly implemented Bachelors of Science in Pharmaceutical Science. In addition, under the University's Extension Program it offers a certificate in Pharmacy Technician. A Doctor of Pharmacy program is scheduled to begin in 2017.

AUHS is a vibrant community of learners, scholars, researchers, and practitioners, working with public, private, and other institutions and agencies that advance and exemplify the AUHS' mission of teaching, scholarship/research, and public service within the confines of a God Centered foundation.

AUHS sits on six (6) acres and is situated in a mixed industrial residential environment located at 1600 East Hill Street, Signal Hill, California. The University occupies a 72, 000 square foot complex comprising three separate buildings, with parking that accommodates over 250 vehicles.<sup>6</sup> The buildings are well configured for an academic campus environment. The strategic plan calls for Building II to become a state of the art academic center housing classrooms and administrative offices. This work should be completed by late 2015.

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## **SECTION I – VISION, MISSION, PHILOSOPHY, GOALS**

## SECTION I – VISION, MISSION, PHILOSOPHY, GOALS

### VISION OF AUHS

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*There is a dream that each of us has inside. It speaks of a better time, of a better life, of a better world.  
There is a voice that comes from God and shows to each “the way”, then says, “Come abide.”  
There is a need that cries, must be satisfied, requires of us to care, to help, to give, set self aside.  
That all might have the chance to believe, to learn, to create, and to succeed.*

### MISSION OF AUHS

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*The American University of Health Sciences, a private Christian-based minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body and spirit—is addressed and where teaching/learning, research/scholarship and service is valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University’s core values include a holistic approach to education, promotion of the intellectual, analytical and critical thinking abilities of its students, evidence-based knowledge, service to our fellow man, and a commitment to life-long learning.*

As a Christian-based, Minority-Serving and Minority Owned University, AUHS is dedicated to providing high quality education to prepare underrepresented groups and others as competent and compassionate health care professionals and researchers. Through this outreach, the University harnesses the talents and abilities of persons currently underrepresented in healthcare and research while improving the dissemination of culturally appropriate care. The University also supports the faculty in their service and research endeavors and believes that the faculty is our partner in achieving our missions and goals. As we strive as a University to grow and give back to the communities we serve, we realize that our success is based upon a sacred promise to God and a partnership trust with the community in building relationships that help us grow and flourish.

### PHILOSOPHY OF THE AMERICAN UNIVERSITY OF HEALTH SCIENCES

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The objective of the University is to prepare a professional and culturally diverse workforce for the pharmaceutical, nursing and clinical research sectors within healthcare—a workforce who will utilize research and evidence based practice to guide healthcare delivery. These professionals will understand the application and translation of research, display competencies to apply evidence-based practice in various settings and be imbued with a desire to continue their education toward the aim of becoming practice professional leaders, future research scientists and faculty within their professional domain.

To this end, the University upholds the following as its guiding principles and philosophies:

- The University adopts a holistic approach to education and promotes total development of mind, body, and spirit, while promoting the intellectual, analytical and critical abilities of its students, complemented with solid values such as service and commitment to life-long learning.
- All students must acquire the fundamental knowledge and understanding of science and how it relates to their individual domain—pharmacy, nursing, medicine—and appreciate how these disciplines have evolved, are integrally related, and are individually and collectively continually changing human life. The knowledge that students gain will not be limited to theories but instead will extend to actual clinical application, which will include clinical/laboratory/practice experiences, externships and community service.
- The University thrives in an intimate and quality learning environment, a place for creative individual expression as well as fruitful social interaction. The University harnesses a dynamic, enriching environment where students can freely interact with accomplished and dedicated faculty, who embrace and exemplify the values of the university, and utilize a rich array of library, internet, and interactive learning tools.
- The University recognizes its critical role in community development and social health service. It is aware that institutional success lies behind what its students and graduates give back to society. The University seeks to impress upon all its graduates the higher mission and noble privilege of community service and improving the quality of healthcare through both provision of care and scholarly study of the impact of that care.
- The University commits to continually develop and upgrade curricula and courseware to enable students and practitioners to stay up-to-date and conversant on prevailing practices and technologies affecting the health care industry.

- All graduates of the University will have an accurate understanding of how they, as practitioners in the field, fit into the larger and real-world community that they serve. Graduates will possess the competencies necessary to provide excellent care and service within their domain with a thorough foundation in science, social/behavioral, leadership, and interpersonal/interactional knowledge and skills.
- The University upholds the core values of belief in God, the Father, the Son and the Holy Spirit and through Him one's learning and one's commitment and service to others and the community of man become inculcated values for both faculty and students.

## UNIVERSITY LEARNING OUTCOMES (GOALS)

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The AUHS student learning outcomes (goals) are as follows:

1. **Performance.** (Academic Excellence/ Research/ Scholarship)  
In the area of performance, graduates will demonstrate social, philosophical knowledge of their profession/career pathway (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc).
2. **Cultural competence (Diversity).** In the area of cultural competence, graduates will deliver culturally competent, sensitive caring that is evidence-based in the appropriate health career (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) service area.
3. **Critical Thinking (Academic Preparation or Excellence/Education).** In the area of critical thinking, graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career occupation (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) to build a solid foundation to drive the profession forward.
4. **Social Responsibility (Service).** In the area of social responsibility, graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.).
5. **Christian Values.** Upon completion of the appropriate health science career program (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.), students should be able to affect positive clients-patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate client-patient needs and rights.

AUHS recognizes its critical role in community development and social health service. It is aware that institutional success is defined in large part by what students give back to society, and how students make a difference beyond the four walls of the classroom. The University impresses upon all graduates the higher mission and noble privilege of community service and improving the quality of healthcare through both provision of care and scholarly study of the impact of that care.

## FIVE PILLARS

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The University has selected five pillars, also termed hallmarks, upon which to build all academic programs, which include:

- Performance (Research/ Scholarship)
- Cultural competence (Diversity)
- Critical thinking (Academic Preparation/ Education)
- Social Responsibility (Service)
- Christian Values

## **SECTION II – ORGANIZATION & GOVERNANCE**

## SECTION II - ORGANIZATION & GOVERNANCE

### OVERVIEW

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The American University of Health Sciences is a Private-for-Profit, Minority Owned, and Minority Serving, Christian Based University originally founded in 1994 by Dr. Kim Dang and Pastor Gregory Johnson. AUHS was formed as a postsecondary educational institution to educate and equip students for life careers in the field of health education and to produce quality allied health professionals for the community and the country.

The American University of Health Sciences (AUHS), Signal Hill, CA was granted degree institutional approval from the Bureau for Private Postsecondary & Education (BPPE) under the State of California's, Department of Consumer Affairs.

### PRESIDENT&CEO

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Dr. Joyce Newman Giger is President and CEO and most recently served as Professor of the School of Nursing (2004-2012) and also served as the Lulu Wolff Hassenplug Endowed Chair, School of Nursing, UCLA from 2004-2009. She also served as the first African American elected Chair of the Faculty Executive Committee, coming most recently from the University of Alabama at Birmingham (1993-2004) where she served as Professor of Graduate Studies for eleven years. During her tenure at UCLA, she successfully spearheaded the effort for Academic Senate review of the School of Nursing in 2010; Commission on Collegiate Nursing Education (CCNE) continuing review; and had input into the California Board of Nursing (BRN) continuing approval. She also spearheaded the effort to reinstate the generic baccalaureate in nursing program; assured that the masters nurse practitioner program was in compliance with CCNE and other federal standards, and headed the recruitment committee to assure that more ethnic minorities were reviewed and those eminently qualified were hired. Dr. Giger also served as Chair of the School of Nursing at Columbus State University, Columbus, Georgia (1990-1993) where she spearheaded the effort to develop the first Russian-American faculty exchange program in nursing. Prior to that appointment, Dr. Giger was the founding Dean (1983-1990) at Bethel College, Mishawaka, Indiana where she successfully brought the School of Nursing through focused North Central Accreditation, National League for Nursing accreditation, and Indiana Board of Nursing approval for both the BSN program and a new associate degree program. This school is more than 30 years old and has graduated a number of very successful practitioners. As a consultant to the American University of Health Sciences, she successfully spearheaded initial CCNE accreditation for the School of Nursing as well as continuing approval for California Board of Nursing. Most recently, she has been spearheading the effort for WASC initial accreditation and assisting the SOP of Pharmacy in its pursuit of ACPE accreditation.

Dr. Giger holds an Associate Degree in Nursing from Kentucky State University, Frankfort; a Bachelor's in Science in Nursing from Goshen College, Goshen, Indiana; a Master's of Science in Education from Indiana University at South Bend; a Masters of Arts in Nursing and a Doctorate in Educational Administration from Ball State University, Muncie, Indiana. Dr. Giger, a fellow of the American Academy of Nursing, has authored approximately 150 articles, 14 book chapters, and 7 books on strategies to enhance the provision of culturally-appropriate care and has developed a model for assessing cultural phenomena relevant to the delivery of culturally appropriate care (Giger & Davidhizar, 1991; 1995; Giger, Davidhizar, & Wiczorek, 1993). Her textbook titled *Transcultural Nursing: Assessment and Intervention*, 6th Edition (2013) Mosby Year Book, Inc. has been adopted widely by schools of nursing and has been translated in French. In February 2003, it was selected for the 13th year as a "Brandon-Hill Best New Book." In addition, her second international text on cultural assessment was released in July of 1998 on the care of Canadian clients.

Her co-authored model on transcultural health care provides a framework that focuses on key cultural phenomena that impact on health care and advocates systematic exploration of the individual's cultural context. Her model for Transcultural assessment, which has six major phenomena, that include biological variations, has been cited, excerpted, modified, and utilized in approximately 357 nursing textbooks, medical texts, and other allied health-related areas in 2003 alone. In recognition of this exemplary body of work, Dr. Giger received the "Outstanding Research in Minority Health Care 2000 Award" from the Southern Nursing Research Society on February 5, 2000.

Dr. Giger has received in excess of several million dollars in research and other grants. Her groundbreaking work on genetic predictors of coronary heart disease and interventions to stop the phenotypical expressions of such predictors in pre-menopausal African-American women (19-45) was first funded by the Department of Defense, Uniformed Health Services, University, University of the Health Sciences. Dr. Giger has definitively identified nine (9) genetic predictors for coronary heart disease and the Metabolic Syndrome in this vulnerable population and these findings appeared in the spring 2005 issue of *Ethnicity and Disease*. The publication of these astounding findings brings nursing and nurses to the forefront in genetic sequencing and frequency distribution analyses in this vulnerable population.

Other past honors include: Edge Runner for the Giger & Davidhizar Transcultural Assessment Model from the American Academy of Nursing; Elected Scholar of the Transcultural Nursing Society; Outstanding Women in the World, Who's Who in Nursing, Who's Who in America, Outstanding Young Women in America, Outstanding Alumna, School of Education, Indiana University of South Bend;

Outstanding Alumna, School of Nursing, Ball State University, Muncie Indiana; 2000 Notable Women in America. In 2008, she was elected into the Institute of Excellence, National Black Nurses Association. In 2006-2007, Dr. Giger was appointed as Visiting Professor/Scholar, the University of Alabama at Birmingham. In 2003, Dr. Giger was selected as the King/Chavez/Parks Scholar for the School of Nursing, University of Michigan, Ann Arbor. In addition, in 2003, The National Black Nurses Association bestowed upon Dr. Giger one its highest and most prestigious honors by naming her one of three Trailblazers in Nursing and Healthcare. In February 2003, Secretary of Health and Human Services, The Honorable Tommy Thompson, appointed with a White House nomination, Dr. Giger to the Advisory Council for the National Institutes for Health/National Institute for Nursing Research. This appointment extended through January 31, 2007. On April 30, 2005, Dr. Giger received an honorary doctorate in Humane Letters (DHL) from Bethel College in Mishawaka, Indiana.

In spring 2000, Dr. Giger was selected as a member of the inaugural class for the NIH/NINR Summer Genetic Institute. She served as the Chair of the "Expert Panel on Cultural Competency" for the American Academy of Nursing and a member of the Expert Panel on Genetics for the American Academy of Nursing. She also served as the Chair-Elect for Council on Cultural Diversity, American Nurses Association and Chair-Elect Council on Community-based and Long-Term Care for the American Nurses Association. She has served as the Editor of the Journal of the National Black Nurses Association since 1999.

Her primary responsibility is to provide overall management for all administrative areas of the University. The CEO and the administration's concerned efforts provide leadership through an environment conducive to learning and by focusing the university's resources in accomplishing its mission, goals and objectives.

## BOARD OF TRUSTEES

The American University of Health Sciences (AUHS) has established a Board of Trustees to address issues of policy and implementation practices consistent with expectations in higher education. The statement of mission for this Board includes oversight responsibility for ensuring fiscal sustainability, and assurance that the University mission is being achieved. The Board of Trustees of AUHS consists of 9 members, the majority of which are not employed by the University and are valued members of the community. There are 8 public members and one internal member, selected with an eye for academic and experiential backgrounds of benefit to the University. The Board of Trustees is responsible for the quality and integrity of the University and monitors the duties and responsibilities of the CEO, as those duties relate to the achievement of the university's mission, goals and objectives.

### Board Members, Board Status & Affiliation

Board Members	Board Status	Affiliation
<b>Marilyn Uvero-Overby, Ph.D.(c), Ed.D</b>	Chair of Board of Trustees	Founding Vice President/ Saint Isidore Inc.
<b>Pastor Gregory Johnson</b>	Member	COO, American University of Health Sciences
<b>Tamara M. Whitman, MBA</b>	Member	Senior Clinical Research Associate Novo Nordisk, Inc.
<b>Ms. Sara Pol-Lim, MS</b>	Member	Executive Director/ United Cambodian Community
<b>Song Tan, M.D.</b>	Member	Private Practice, Co-Owner/ Karing Pediatrics Medical Group
<b>Mr. Henry Cruz</b>	Member	Liaison/ Novo Nortis Community Diabetes Coalition
<b>Tracy Nguyen, Pharm. D.</b>	Member	Palomar Health
<b>Quyen Bui, Pharm. D.</b>	Member	Long Beach Memorial Hospital
<b>Thi Dang, Pharm. D.</b>	Member	San Gabriel Medical Pharmacy

**Bylaws of the Board of Trustees.** The bylaws are the framework on the rules of procedures for the Board of Trustees. It consists of the following four parts: Board of Directors; Rules of Order; Meetings; and Amendment of Bylaws.

**Certification and Stipulation Agreement.** The American University of Health Sciences' Board of Trustees members sign Conflict of Interest Statements in order to serve as evidence of compliance that the Board of Trustees does not have a majority of members with employment, family, or personal interest to the University. Board of Trustees members also sign a Stipulation Letter which to serves as evidence of compliance that all information and documentation presented to interested parties and the public is accurate. The Stipulation letter also confirms that the University will comply with the Standards, Policies and Procedures of its accreditation bodies.

## ACCREDITATION

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AUHS is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). Founded in 1912, ACICS is the largest national accrediting organization of degree-granting institutions. ACICS accredits professional, technical and occupational programs and is one of two national accrediting body recognized by the U.S. Department of Education (DOE) and the Council for Higher Education Accreditation (CHEA).

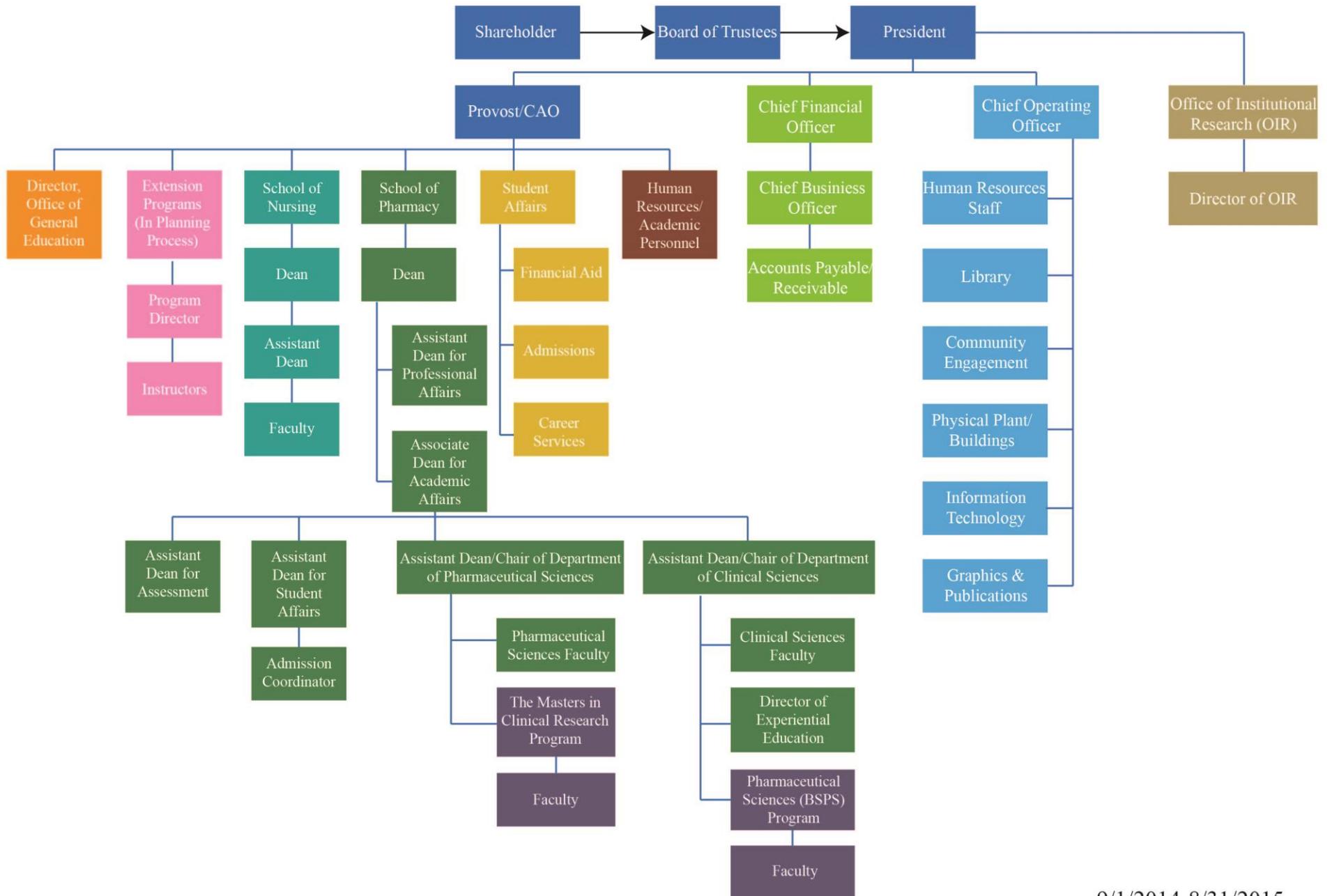
ACICS approved degree programs

- Pharmacy Doctor's Degree (Pharm D)-Underdevelopment)
- Masters of Science in Clinical Research (MSCR)
- Bachelors of Science in Nursing Degree (BSN)
- Bachelors of Science in Pharmaceutical Sciences Degree (BSPS)

ACICS approved certificate programs available through the AUHS University Extension

- Post Baccalaureate Certificate in Clinical Research Associate /Coordinator
- Research Medical Assistant Certificate
- Pharmacy Technician Certificate

**AUHS ORGANIZATION CHART**



## MEETINGS AND GOVERNANCE STRUCTURE

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### **Councils and Committees**

At the University level, there are five senior councils that are related to the governance of the University. They include the Program & Faculty Council; the AUHS Curriculum Council; the Accreditation and Regulations Council; and the AUHS Senior Leadership Council.

#### **Program & Faculty Council**

The Program & Faculty Council consists of all academic administrative personnel (academic administrators, program administrators, deans, associate deans, chair, etc.) and all faculty of each program. Neither support personnel nor students are members of this council, however, they may, from time to time, be invited to participate. This is a universal academic council and serves as a forum for discussion and dissemination of information of interest to all programs, and as the venue for the implementation of policy, practices, and procedures that support the mission, vision, and student outcomes for the University.

#### **AUHS Curriculum Council**

The AUHS Curriculum Council consists of members from University administration (Chief Academic Officer) as well as program academic administrative personnel (deans, associate deans, chairs, etc.), and elected faculty of each program. Neither support personnel nor students are members of this council. This is the Universal Academic Council that looks at overall program trends, individual strategic program planning for new programs, overarching opportunities for collaboration and joint teaching amongst programs, and serves as a forum for discussion and dissemination of information of interest to all programs. It is the Curriculum Council's charge to investigate and preliminarily approve and recommend new program offerings and opportunities for joint ventures and to assist and support individual programs as necessary to help them achieve their goals. The Curriculum Council's purpose does not include individual program governance such as approval of minor curriculum changes, new book approvals for individual courses, ensuring that the curriculum is academically sound, comprehensive, or responsive to the evolving needs of the community; however, its purpose does include offering support when requested to the individual programs to assist them with these duties should they request or require assistance.

The Council does however have the responsibility for making certain that all programs and courses that comprise those courses adhere to the mission and philosophy of the University and its School as well as making certain course and curriculum support the goals and objectives of the University and of course the industry. The Council must also verify the integrity of what is being taught at each School and validate, test for accuracy. The Council may give recommendations to the University for new programs, opportunities for collaboration, and overarching policies and procedures especially related to academics.

Nonetheless, a major responsibility of this Council is to act as a secondary safeguard for major curriculum changes, additions, deletions, or new program offerings. Thus, when a school (i.e. School of Nursing, etc.) has made and appropriately approved substantial curriculum changes, deletions, or new program offerings, and these have been voted on by the Faculty as a whole within the School, these suggested changes are sent forth in writing to this Council for approval. Because such changes may be fiduciary in nature, they are sent for final approval to the Senior Leadership Council. This Council meets monthly.

#### **Accreditation and Regulations Council**

The Accreditation and Regulations Council (ARC) consists of members of University administration, program administration, and selected department leaders and University personnel. The ARC is a forum for dissemination of information related to accreditation standards from the various accrediting bodies of interest to the University and as a venue to discuss processes, progress, status, and items related to accreditation and regulatory issues.

#### **AUHS Senior Leadership Council**

The AUHS Senior Leadership Council consists of members of University administration, program administration, and selected department leaders. The SLC exists to disseminate information among the various programs and University, to assist the University with achievement of its goals, and to act as a venue for problem solving. One of its responsibilities include program and departments updates, the sharing of knowledge on University functions (such as student projects and commencement), establishing and nurturing important linkages between programs and the University, and discussion and promotion of the Institutional Campus Effectiveness Plan (IEP), which is now called the Campus Effectiveness Plan or

Campus Evaluation Plan (CEP). **Finally because curriculum changes, deletions or additions, as well as new program offerings normally establish a fiduciary obligation for the University, this Council also exists to review such changes in light of the Universities fiduciary obligations.** The AUHS Senior Leadership Council meets at least bi-quarterly or as appropriate to consider any new business.

#### **Systematic Evaluation and Assessment Council**

This Council consists of members of the AUHS Senior Leadership Council, program administrators, selected department leaders, and elected members of the faculty. Its main obligation is to receive and review from each school and department at AUHS all evaluation data relative to a particular program or a department on a regular basis at least once a year. These data include but are not exhaustive of data such as graduation rates, ethnic/race, etc. This council meets monthly.

#### **Program Committees**

Program Committees vary from program to program depending upon need, accreditation requirements, and senior administration within the programs. In general, program committees will address overall departmental business and sub committees related to faculty; curriculum; students; accreditation; assessment and evaluation; community of interest and similar areas of interest to the program. In general, program committees meet minimally once per quarter to discuss departmental business and interests.

#### **University and Program Advisory Boards (Council)**

The University has an overarching University Advisory Board/ Council, which meets as an overall advisory unit to the University as a whole. In addition, each program will have its own advisory committees where interested members of the profession and community advise the individual programs related to program needs and the specific industry. These groups meet minimally twice per year. Meetings may be held in conjunctions with each other (University Advisory Council then program break out groups) or as separate groups at different times.

### **OTHER GOVERNANCE STRUCTURE**

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#### **Institutional Review Board (IRB)**

IRB's are boards, committees, or groups formally designated by an institution to conduct initial and continuing review of research involving human subjects. All IRB committees are governed by Title 45 Part 46 of the Code of Federal Regulations (CFR) (<http://ohsr.od.nih.gov/guidelines/45cfr46.html>) and are regulated by the Food and Drug Administration and the National Institutes of Health's (NIH) Office for Human Research Protections (OHRP) within the U.S. Department of Health and Human Services (DHHS) (<http://www.hhs.gov/ohrp>). The DHHS requires institutions, who receive federal funding (ex.: federal financial aid to students), to have an IRB committee as do a number of other agencies. The IRB must follow the regulations, laws, and policies set down in the Belmont Report (<http://ohsr.od.nih.gov/guidelines/belmont.html>) and the Nuremberg Code (<http://ohsr.od.nih.gov/guidelines/nuremberg.html>).

The purpose of the American University of Health Sciences Institutional Review Board is to:

1. Ensure the protection and rights of human research subjects
2. Review research involving human subjects
3. Review federal mandates and policies regarding ethical standards for research
4. Update guidelines and procedures according to these federal guidelines
5. Disseminate policies and procedures for conducting ethical research to faculty and students
6. Generate reports to faculty and administration regarding activities of the IRB committee

## **SECTION III– UNIVERSITY ADMINISTRATION**

## SECTION III – UNIVERSITY ADMINISTRATION

### FACULTY RECRUITMENT AND ORIENTATION

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#### Faculty Recruitment

The recruitment process is initiated through the program dean's office that makes his/her need for a new faculty member known to the President/CEO, Chief Academic Officer or Human Resources who is responsible for ensuring placement of advertisements. Searches are performed to recruit a highly qualified cadre of candidates. AUHS recruits faculty from a variety of sources. Faculty members are generally recruited from a local or national pool but on occasion, a global recruitment process is utilized. A national search can be accomplished in several ways including placing ads on appropriate job boards, in journals, bulletin boards, etc.

Qualified candidates are preliminarily reviewed by the program dean, University President and the Provost to ensure that candidates 1) can support the mission of the University; 2) understand the requirements of the position; 3) are highly qualified; and 4) are committed. These interviews can take place in person or by SKYPE. Once potential final candidates have been identified, the candidate is brought into the University for a presentation and meeting with a specially selected panel for the School or office for which they are applying. The applicant makes a presentation to faculty and administration panel during which they are asked appropriate questions. Feedback is sought from the panel.

The selected candidate is contacted by University Administration who offers an initial offer contract and a start date is set.

#### Faculty Orientation

Each School of the University holds an orientation for new faculty members. Orientation to the University as well as orientation to the School (program) is covered in this overall orientation program. Orientation is geared towards helping an individual successfully meet what is required of faculty member's specific and specialized needs. Time is provided for familiarization of selected University documents such as the Faculty Handbook and the University Catalogue among others. The new faculty member is provided with a mentor for the first year of employment and can ask questions of their mentor and be provided guidance on either the answer to the question or the contact who can answer the question for the faculty member. More information on this topic is found in the New Faculty Orientation Guide.

### AUHS FACULTY PERFORMANCE REVIEW

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#### Faculty Evaluation & Annual Review Process

All faculty of the University receive yearly reviews. The Annual Review requirements include elements required of all persons employed by the University such as the **Annual Performance Evaluation**; and some specific to faculty such as the Faculty Classroom Observation Form. **Annual bonuses, raises, or contract extensions will be contingent on the outcome of the review process (Evaluation) also referred to as review performance, especially for full-time faculty. This review process is mandatory.**

#### Review Performance

Reviews will occur in the department in which the faculty member has the primary appointment and it will be the responsibility of the Dean, Associate Dean, Program Director or Chair to assure that reviews are completed timely and the outcome of the review is shared with the faculty. The Dean/ Associate Dean/Program Director/Chair shall notify faculty 2 months in advance of faculty anniversary date regarding this process and provide any needed documents. Annual review complete packages are submitted to the Chief Academic Officer (CAO) or Associate Chief Academic Officer (ACAO) within 7 days of completion. The original review package will then be given to HR by the CAO or ACAO after review and evaluation for completeness. Copies shall be provided to the President/ CEO, and shall be maintained by the program. Faculty are entitled to copies of formal review documents.

#### Timeframes of the Review

Newly appointed faculty members in their first year of employment who are initially appointed for a three-year (3) contract in their first year of employment will have preliminary assessments at 90 days, 6 months and annual review at 1 year by program administrators. Furthermore, faculty may also receive warning at any point in time when their performance does not meet acceptable standards. The first year of the employment period will be considered probationary regardless of employment contract. New faculty members, who demonstrate a need for assistance in keeping pace with their desired need to be an effective teacher, will be given as much support as they require to be successful inclusive of one on one mentoring, and any additional training required to improve their performance. However after the first year, new faculty members and

continuing faculty members who do not have satisfactory assessments at any point in a given year and whose performance is considered beyond the scope of further remediation, will be given an amended contract with a six-month termination date. During the amended contract period, close supervision will be provided to the faculty. There is no opportunity for this amended contract to be re-called. If the performance of faculty during that six-month period improves sufficiently they will then be granted a renewal period reflective of the normal time allotted to faculty who performed satisfactorily. During that termination time, close supervision will be provided to the There is no opportunity for this terminal contract to be re-called.

Faculty members who have not met expectations will be given the opportunity to improve unless the issues noted is judged egregious. Faculty members who have successfully completed the first year of employment satisfactorily will have one classroom assessment (faculty classroom observation form) and one lab/clinical (if applicable) assessment yearly plus and annual evaluation thereafter. Faculty will meet with their dean/asst. dean/chair/supervisor as assigned once per quarter to review faculty course evaluations; clinical evaluations progress; faculty development plans as well as addressing other concerns.

### **Reasons for Immediate Termination**

For egregious behaviors, unethical violations, gross misconduct, and gross insubordination faculty members may be immediately terminated, including those faculty members with initial contracts. The following list is not inclusive, but may include:

- Gross insubordination (failure to accept an assignment well within the purview of one's expertise)
- Gross misconduct (includes unavailability to students either in the classroom or the clinical setting directing the students inappropriately to cause gross negligence with clients/patients)
- Drinking or taking drugs in the classroom or clinical setting which is visible noticeable to others
- Inappropriate sexual conduct tantamount to sexual harassment with students or others
- Inappropriate or unacceptable behavior that demeans or subverts the integrity, philosophical or moral values of the University
- Any behavior, gross misconduct or malicious actions that disrupts or injures the well being of the University

### **Term Tenure**

Faculty is employed by the University on a contractual basis. American University of Health Sciences does not offer a traditional tenure track for faculty at this time. Currently contracts are given for an initial three-year period, followed by a second three-year contract. After the initial six years, the faculty may be granted a five-year contract, which is considered by the University as 'Term Tenure'. Five-year contracts for Term Tenure can be renewed via collaboration and agreement with the faculty member during year 4 of the 5-year contract based on an aggregate of the annual reviews. Further information on this area can be found in Section IV.

**Please note:** The University will observe instruction and reevaluate a faculty's work at any point in time for any reason.

### **Adjunct or Part-Time Faculty**

1. Adjunct or Part-Time instructors must follow the same guidelines for regular faculty members.
2. Data from the assessments may be used to determine if the adjunct/part-time faculty will be re-hired for subsequent quarters.

### **Elements of the Review include:**

- Satisfactory completion of the Annual Performance Evaluation
- Satisfactory completion of ACICS Data Sheet
- Satisfactory completion of ACICS Faculty Development Plan
- Copy(ies) of Faculty Classroom Observation Form
- Copy(ies) of clinical/lab Observation Report (if applicable)
- Current Health/Immunization data (nursing/ clinical faculty only)
- Current CPR (nursing/clinical faculty only)
- Current copy of malpractice insurance (if applicable)
- Copies of course/ clinical / lab evaluations
- Copies of continuing education certificates
- Copies of transcripts for continuing formal education
- Professional resume and bio updated (located in the Faculty Orientation Packet)
- Peer-reviews by at-least two colleagues

- Copies of all course syllabus approved, received and filed (timely) presented in **Course Portfolio**
- Evidence to support that course grades uploaded to Moodle and documentation posted in SIS and submitted to Student Affairs/ Services
- University In-service Training
- Records summaries of minimum per-quarter meetings with Dean/ Associate Dean/Director/Chair
- Copies of memberships in professional organizations
- Lists of any contributions to professional journals, newspaper articles, books and/or any related media contributions to profession
- Updates (Faculty Update Form required) for any research program (especially for those who are principle investigators)
- Updates (Faculty Update Form required) for any community service activities
- Updates (Faculty Update Form required) for any grant writing activities and/ or publications
- Updates (Faculty Update Form required) for any faculty service activities
- Other (as notified).

### **Course Portfolio**

Below are the elements necessary for inclusion in the course portfolio

- Copy of each syllabus taught during the year in binder(s) (binders should be kept for calendar each year)
- Copies of course evaluations matched with each syllabus
- ATI student cohort results
- Summary of 1) what went well; 2) what needs improvement; & 3) plan for improvement for each course taught
- Class demographic of 1) total student number for class; 2) breakdown of grades by numbers
- Evaluation of required textbooks for class

### **Faculty Update Form**

An update form outlines faculty service; grant writing activities and/ or publications; community service; and research is required for annual review for full-time faculty. See form for further information.

## **HUMAN RESOURCES POLICIES AND PROCEDURES**

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### **1. 90-Day Faculty Review (probationary 90-day period)**

All new AUHS faculty members are subject to a 90-day probationary period. No benefits accrue during this time. The faculty member's immediate supervisor will be conducting an initial review of their first three months of employment assessing their ability, quality of work, aptitude, job understanding, etc. during this probationary period. Near the conclusion of this period a meeting will take place between the faculty member and his/her supervisor in which the 90-Day Faculty Review (evaluation and assessment will be discussed with the faculty member). Also discussed in this period, may be any course evaluations completed along with any anecdotal notes, or other applicable and relevant materials or documents. This assessment occurs for both full-time and part-time faculty. For per-diem faculty (only) the initial assessment will occur at or near the end of the first quarter of teaching.

### **2. 6-Month Faculty Review**

All new AUHS faculty members are subject to an initial 6-month faculty member review. The faculty member's immediate supervisor (or higher level) will be conducting the initial review of their first six months of employment assessing your abilities, quality of work, aptitude, job understanding, etc. during this period of employment. Near the conclusion of this period (or before) a meeting will take place between the faculty member and his/her supervisor in which the 90-Day Faculty Review evaluation and assessment will be compared with the 6 month Faculty Review document. Also discussed in this period, may be any course evaluations completed along with any anecdotal notes, or other applicable and relevant materials or documents. This assessment occurs for both full-time and part-time faculty. Per-diem faculty will be reviewed annually if the initial review is deemed satisfactory otherwise periodic per-diem faculty reviews will be performed as determined needed by administration until such point the assessments are determined satisfactory.

### 3. Official Start Date

The faculty start date for all purposes including benefit determination is considered the first day of actual employment. The University benefit program is only available for designated Full-Time Faculty members working a minimum of 40 hours each week.

### 4. Transcripts

Faculty need to provide official copies of ALL transcripts in which he/she earned a degree. Copies must be sent directly to the University Office of Human Resources from the school they attended.

### 5. Mandatory In-service

All faculty members are required to attend a minimum of 4 University sponsored in-services each year. Additional in-service in excess of these four trainings may be offered by the University for Professional Development. However, 4 In-service a year is required by our accrediting body.

### 6. Student Information Systems (SIS)

All faculty members must complete SIS training (in-service) within the first 30 days of employment, preferably within the first two weeks if the training is available.

### 7. Visitors at Work

AUHS expects that the faculty member be fully engaged in his/her work while at the University during assigned work hours. Therefore, personal visitors, family members including children, and friends who come to the University to visit or otherwise spend time with the faculty member are strongly discouraged. A visitor who meets the faculty member for the purpose of going out to lunch or other similar limited activity is acceptable. Emergency situations on a case-by-case basis may be allowed depending upon the circumstance. Please check with supervisor if an emergency situation occurs.

### 8. Security Codes and Computer Access

Faculty members are given keys, computerized access cards and codes to computers and copiers. These codes and keys are never to be shared with anyone other than a supervisor or University administrator.

### 9. Criminal Arrests, Charges and Convictions

Arrests for criminal activity, charges and convictions may be grounds for dismissal depending upon the severity of the crime. A Faculty Member must advise the HR Officer ([hrinfo@auhs.edu](mailto:hrinfo@auhs.edu); 562-988-2278, ext. 2014) to report any pending criminal charges or convictions. Note- minor traffic violations are excluded from this notification unless a faculty member drives an official University vehicle, and thus is responsible for reporting any traffic violations.

### 10. Employment Categories by Series

**Regular Academic Series Faculty** are full-time faculty members (*instructors or ranked*) who hold at least a master's or a doctoral degree in an area appropriate to their expertise and have had professional and/or academic experiences suitable for appointment at this level. These employees generally work a minimum of 40 hours per week and must maintain reasonable office hours. These faculty members are W-4 employees where taxes and social security are withheld from their paychecks. Regular full-time faculty members are the only employee classification eligible for University benefits. **Regular full-time faculty roles are described in their contract as well as expectations outlines in this publication.**

**Clinical Series Faculty** are faculty (*instructors*) who hold at least a master's degree or a doctoral degree in an area in area appropriate to their expertise. These individuals generally have clinical experiences appropriate to their area of expertise. These individuals can either be full-time or part-time or even per-diem. They could work any number of hours irregularly based on a contracted hourly rate or per-course rate. This group consists of faculty members who work in the clinical/experiential setting. **Clinical Series instructor's jobs are described in their contract and put in their personnel files.**

**Permanent Part-time Series** are faculty members (*instructors*) who hold at least a master's or a doctoral degree in an area appropriate to their expertise. These individuals should have both academic and clinical or other professional experiences appropriate to their expertise. These individuals routinely work less than 30 hours per week and have met the 90-day probation requirements. Permanent part-time employees are not eligible for University benefits.

Permanent part-time instructors may teach in the experiential/clinical setting, in the classrooms and/or labs or both. **Permanent part-time instructor's jobs are described in their contract and put in their personnel files.**

**Adjunct Faculty Series** are faculty members (*instructors or ranked*) who hold at least a master's or a doctoral degree in an area appropriate to their expertise and have professional and/or academic experiences. These individuals teach once class per quarter or as needed.

**Teaching Assistants** are assistant faculty members who hold at least a bachelor's degree in an area appropriate to their expertise and have professional and/or academic experiences in said area. These individuals are assigned to assist the Faculty of Record who have class sizes greater than 50 students on the average or who have classes that are heavily laden with writing requirements or with rigorous mathematical or scientific applications. Faculty members of Record may request in writing a teaching assistant if the class assigned meets the following requirements.

1. Greater than 50 students
2. Heavily laden in writing requirements
3. Rigorous mathematical or scientific applications

Teaching Assistants may do the following to assist the Faculty of Record

1. Assist with the preparation of course packets as appropriate.
2. Grade paper, term papers, and examinations under the direction of the faculty of record.
3. Proctor examinations as appropriate.
4. Tutor students as appropriate under the directions of the Faculty of Record.
5. Lead discussion groups as assigned by the Faculty of Record.

Teaching Assistants may not file the final grade because this responsibility is left to the faculty of record pursuant to University policy.

#### **11. Payroll**

For regular full-time and part-time faculty members, AUHS' payroll schedule closes on the 15th of month and the last day of the month for hours worked or not worked. Paychecks will be issued on the 5th of each month and the 20th of each month. If these pay dates fall on a weekend or holiday the paychecks will be issued the next business day. At this time, AUHS does not offer an automatic bank deposit.

#### **12. Mileage & Car**

A faculty member using his/her own car must submit an accurate mileage account and record of toll and parking expenses. Such expenses must apply solely to the University business for which the car was used. Both Administration and your immediate supervisor should pre-approve mileage allowances and expenses. Approved mileage expenses need to be submitted monthly. Expenses, auto or otherwise, submitted 45 days after the date of the actual expense can be grounds for denial of that reimbursement.

AUHS will reimburse the faculty member on a basis of 55.5 cents per mile. It is the responsibility of the faculty member to maintain accurate travel logs and submit them to Accounts Payable in a timely manner.

Traffic fines will not be reimbursed. AUHS will not reimburse mileage for regular visits to clinical sites by Faculty. Please consult with the Provost/Chief Academic Officer for additional guidance on this policy.

#### **13. Special Compensation for Extra Coverage**

Faculty who work over and above their assigned workload providing coverage in an emergency for faculty who become ill, or are unexpectedly absent for any number of reasons, may be provided additional compensation for extended work periods on a case-by-case basis. Special Compensation pay will be negotiated by their immediate supervisor with the University Administration and the faculty member.

#### **14. Emergency Pay Advance**

In case of a serious personal financial emergency, the Company may advance a limited amount of money against a faculty member's future pay. Repayments may be made by pay deductions. Faculty members who need such assistance should consult their immediate supervisor who will direct them.

## 15. Dress Code

AUHS maintains a dress code for all faculty members. Faculty members are expected to dress in business attire or clinical attire with a lab coat during clinical days. AUHS believes a professional look encourages a professional approach and sets a good example for students. All faculty members are expected to be neat and well groomed to present a positive and professional image at AUHS. To this end, open foot attire such as sandals, flip-flops or other similar footwear is unacceptable along with revealing clothing or similar unprofessional appearance dress. Male instructors are required to wear a tie and dress shirt.

## 16. Attendance

Attendance is a critical factor in helping AUHS reach its educational goals. The hours of the University vary from 7am in the morning to 10 pm at night. At the beginning of your employment, and at the assignment of each quarter, your hours will be agreed upon. Once set, (with the occasional variance), the faculty member is expected to maintain consistent work hours. **Faculty Office hours (schedule) are also expected to be posted outside ones office door.**

Erratic attendance and lateness is not acceptable in the classroom, clinical, meetings, daily arrival or any other expected time. Calling in at the last minute due to illness is unacceptable unless it is a true emergency. If one is unavoidably detained, one must notify their immediate supervisor, or in the case of being late to a class and unable to reach your supervisor, a University Official so that students may be notified of your situation. Notification of absence is expected to take place before your scheduled time where practical. If you are unable to reach your immediate supervisor you may call the **HR Officer**, [hinfo@auhs.edu](mailto:hinfo@auhs.edu); or 562-988-2287, ext 2014.

Unacceptably high occurrences of tardiness or absences may be grounds for a written warning; and possible termination.

AUHS views tardiness beyond your scheduled time as an occurrence. On the third occurrence within 90 days, your manager or supervisor may issue a verbal warning. Subsequent occurrences after a written warning may accompany an unpaid suspension or termination.

Members of the faculty are expected to report for work either to the AUHS campus or to their clinical lab sites during regular work hours. Regular work hours may vary depending on teaching schedules. For example, one schedule might be 8:00 am to 5:00 pm or 12 pm to 9:00 pm. Another might be 7:00 am to 4:00 pm for faculty whose clinical begins at 7:00 am. At the beginning of the Quarter, each member of the faculty shall submit their planned weekly schedule for the Quarter to Student Affairs/ Student Services Director with a copy to the Dean's office. If a faculty member must be off campus for a professional activity (e.g. meeting with personnel at a clinical agency, giving a professional presentation, attending a meeting of a professional nursing group, etc.), the "**Faculty Absence From Campus Form**" must be completed and submitted to the program's administrative assistant, preferably no later than the business day prior to the absence which will be forwarded to HR.

## 17. Smoking Policy

AUHS is a non-smoking environment. Smoking is not permitted in the University anywhere or on the front of the School grounds. There is a designated area for smoking at the far end of the campus parking lot.

## 18. Use of Company Property

Computers and other equipment on the premises of AUHS are considered company property. This includes software, email, and access to the Internet. Faculty members are prohibited from using company computers for personal use. Access for the purposes of research, teaching, or other academic reasons are fully justified and therefore acceptable and desirable. Personal emails and outside software is prohibited from being loaded on University property and used without the University's permission. Inappropriate misuse of software or email is grounds for termination.

## 19. Cellular Phones

Cell phone use during work hours must be limited to reasonable light usage while at work. Extensive use of cell phone must be reserved for personal time such as breaks and lunch periods. Cell phone use for business purposes is acceptable during office time. Cell phones should never be utilized during class time.

## **20. Equal Opportunity Employer**

AUHS is an equal opportunity employer who is committed to equal employment opportunity, affirmative action, and eliminating discrimination. This commitment is consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Discrimination against any individual based upon protected status, which is defined as age, disability, gender, national origin, race, religion, sexual orientation, or veteran status, is prohibited. The university will provide equal opportunity to all faculty members concerning salaries, promotions, benefits and working conditions and will monitor these areas to ensure that any differences, which may exist, are the result of bona fide policies and procedures and are not the result of illegal discrimination.

## **21. Personal Mail**

Mail addressed to Faculty members at AUHS using the company's address at: 1600 E. Hill Street Signal Hill is presumed to be School business unless otherwise stated.

## **22. Confidential Information**

All faculty members are required to sign a confidentiality agreement with the University upon hire. Faculty members are exposed daily to a great deal of confidential information. None of this information, including the strategic plans for the University, its teaching materials or unique methods for ensuring success, inclusive of those methods or procedures used for handling a specific case, should be repeated or discussed with relatives, friends outside the University or other students. Discussing confidential information displays poor judgment and undermines the confidence the University has placed in a faculty member. The ability to keep confidential information is one of the criteria by which a faculty member is measured when opportunities for advancement are considered.

Student information is considered on a need to know basis. Faculty is reminded to follow Federal FERPA guidelines and regulations outlined in the New Faculty Orientation Guide.

## **23. Advisement**

Advisement with one's faculty members is probably the most important function of a supervisor's job that he/she will ever be asked to do. He/she should take it very seriously, advising at time of appraisal or whenever asked to do so by his faculty members. Faculty need to develop collaborative relationships with their supervisors in order to communicate freely, develop, and improve their strengths in the academic setting. The supervisor must help the faculty member assess his own weaknesses and strengths through the advising process.

## **24. ACICS Faculty Development**

The supervisor assists his/her faculty member to work out a plan for faculty-development and ongoing improvement. The ACICS Faculty Development Plan is a combination of both the faculty member's own plan, and the supervisor's input of which includes University directives for ongoing continuing education and work improvement strategies. Faculty development plans are required to be updated on a continuous basis. See section IV for further details on faculty development.

## **25. Promotion**

Promotion is defined as advancement in a rank or job grade of a faculty member from one position to that of a higher job grade. Included are positions of the same grade that offer the faculty members and opportunity to pursue an area of interest. AUHS is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality of work force and to foster an environment that embraces the broad range of human diversity. The university encourages promotions within the university and departments are encouraged to fill job vacancies by internal promotion of qualified faculty and/or staff members. All administrators, professional and managerial, clerical, technical and service and maintenance staff are encouraged to apply for promotions when they meet the qualifications of the position. The university maintains this policy to develop and provide effective incentives to staff members and to aid departments in obtaining skilled, trained and experienced administrators, faculty and staff.

To be eligible for a promotion, a faculty member must:

- Be classified as a regular status employee, (includes permanent part time).
- Have satisfactorily completed the probationary period.
- Meet the qualifications of the position.

- Have a satisfactory performance and attendance record.
- *Met all the criteria at the rank or step presently held and begin to satisfy those at the rank or step **desired**.*
- When the above criteria are met, the staff member will be eligible to apply for the position.

Faculty members are encouraged to discuss promotions with their department heads.

*Faculty desiring to be promoted to the next rank/step must submit their application to their school Dean by June 30th of the year in which they desire to be considered. The application consist of: Curriculum Vitae, a self-evaluation, appropriate documentation of work related to articles, grants, etc. A table for mean scores for teacher evaluation for the last academic year before the consideration should also be included; optional would be two peer reviews from a colleague holding the rank desired or above.*

Further information on promotion specific for faculty members is detailed in Section IV- FACULTY POLICIES.

## **26. Grievances**

Faculty are invited to air any grievances they may have in regard to their treatment or conditions of work over which the University might be expected to have some control.

The faculty member should first discuss his/her grievance with his supervisor. If for any reason this proves unsatisfactory or inadequate, he/she may take his concern to Human Resources [hrinfo@auhs.edu](mailto:hrinfo@auhs.edu); or 562-988-2278, ext. 2014. If there still seems to be no hope of adjusting the grievance, and the faculty member still feels that he/she has not been given satisfactory answers as to why it cannot be adjusted, he/she is always at liberty to request an appointment with the Associate CAO and subsequently the CAO. Should none of these steps prove successful they can then request a meeting with the President of the Company.

## **27. Personnel Records**

It is important that personnel records contain accurate and up-to-date information for every faculty member. Any change in marital status, number of children, or other dependents in the immediate family should be reported promptly in order to ensure comprehensive benefit coverage within 14 calendar days to Human Resources. This information has a direct bearing on the amount of a faculty member's payroll deduction for federal withholding tax and the amount of insurance premiums and benefits.

Any change in home or cell phone number or address should be reported promptly.

If a faculty member has furthered his/her education in any way it should be recorded in his/her personnel folder. This is helpful in determining his qualifications for promotion or transfer within the School.

The University also requires up to date copies of licenses and in some cases health records such as immunization and titer data.

## **28. Supervisor/Faculty Member Relations**

Frequent contacts between a faculty member and his/her supervisor enable the supervisor to provide guidance and advising regarding the faculty's assignments and the progress he/she is making on the job. A faculty member can benefit, greatly, by making it a habit to keep in constant communication with his/her supervisor. He/she should be encouraged to discuss any questions he/she may have regarding School policies and programs with his/her supervisor. Such contacts will help to promote mutual understanding and respect between faculty member and supervisor.

## **29. AUHS Drug-Free Policy**

As a condition of receiving funds or any other form of financial assistance under any federal program, Federal regulations require that an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

**AUHS is a drug free work environment. Accordingly, all employees are duly noticed of the University's reasonable expectation to maintain such an environment the following policies are adopted:**

### **Alcohol or Drug Usage**

There is a distinction between social drinking and alcoholism, which should be recognized by all faculty members. AUHS has no objection to the former as long as it does not take place on the School premises or during working hours or moderately at a University sponsored event. In no way however, should faculty indulge in a manner that affects the work of a faculty member adversely.

Alcoholism, however, is another matter. It is an illness, and is generally recognized as such. A faculty member who is subject to this form of illness and whose work is unsatisfactory because of it may be discharged unless he agrees to undergo proper medical treatment. In any case, the School is under no obligation to continue employment of an unsatisfactory faculty member who is an alcoholic or who is suspected of being intoxicated and declines medical treatment.

In addition, faculty members who are suspected of being under the influence of illegal drugs while at work or who may exhibit signs of being under the influence of behavior or mood altering drugs in excess (psychiatric drugs excluded) even if legally prescribed may be required to be drug tested. Strong pain drugs, which affect one's behavior at work, should not be taken in the work setting. In these cases, the faculty member should remain home.

### **Drug Possession**

A faculty member under the influence of or in the possession of, or in the act of selling or distributing illegal or addictive drugs; will be subject to immediate suspension and possible discharge, pending due process. Faculty Members who are approached by anyone on School premises with regard to the purchase of illegal or addictive drugs must report this fact to the management. Human Resources will be responsible for effective training programs from outside sources that emphasize the dangers of drug abuse and the detection of drug abusers.

## **30. Sexual Harassment**

In accordance with applicable law, AUHS prohibits sexual harassment and harassment because of race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, age, or any other basis.

### **Definition**

Applicable state and federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the faculty member's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment on the job is unlawful whether it involves co-worker harassment, harassment by a supervisor or harassment by persons doing business with or for AUHS.

## **31. Other Types of Harassment**

Prohibited harassment based on race, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal or written conduct such as threats, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

All incidents of prohibited harassment that are reported will be investigated. AUHS will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee or faculty member who complained and to the accused harasser(s).

If AUHS determines that prohibited harassment has occurred, AUHS will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited harassment is substantiated, appropriate disciplinary action, up to and including discharge,

will be taken. Whatever action is taken against the harasser will be communicated to the employee or faculty member who complained.

If you believe you have been harassed on the job, or if you are aware of the harassment of others, you should provide a written or verbal complaint to your Supervisor or Human Resources as soon as possible. Your complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, and etcetera).

Applicable law also prohibits retaliation against any employee or faculty member by another employee or faculty member by AUHS for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. Additionally, AUHS will not permit any retaliation against any employee or faculty member who complains of prohibited harassment or who participates in an investigation.

### **32. Termination**

When Termination is the case regardless of cause, faculty members are required to return all Company ID badges, cell phones, keys, or other AUHS issued equipment, before the final paycheck will be issued.

### **33. ID Cards**

Upon hire, faculty is issued an ID card that identifies the individual and is encoded to open doors during normal working hours. **ID card is required to be worn and visible at all times while on campus.** The ID card is considered company property and must be surrendered upon termination. If a card is lost and must be replaced, a fee will be incurred by the faculty member for the replacement of the card. The following rules pertain to ID Card:

- This ID is nontransferable. This is for the purpose of identification, access, and transaction of school business ONLY.
- This card should be carried while on the premises of American University of Health Sciences and must be surrendered to Human Resources, any money owed will be held until AUHS ID card is returned.
- A replacement fee of \$25 will be charged for lost, damaged or stolen cards. Please immediately report loss or theft to Human Resources.
- Cardholder must not use their ID card to open any doors for students, staff, faculty, or guest if they do not have a visible University ID Card. Cardholder must not loan their ID card.
- Cardholder access to building will be monitored by Control Security System and cardholder access is only during normal business hours. Business hours are from 7:00 AM -10:00 PM Monday – Thursday and 7:00 AM – 6:00 PM on Friday.

### **34. Office Hours**

Full-time faculty members are provided with an office work space area. Faculty are expected to post weekly office hours outside ones door and make available *at least 15 open office hours each week for students.*

Part-time faculty members are to make available office hours while on campus in order to meet with students requesting assistance or advising. Hours that part-time faculty should be noted in the syllabus and/or posted on the faculty member's Moodle course page. Part-time and adjunct faculty will be given the usage of a private office or a conference room for the purposes of meeting confidentially with students whenever needed.

### **35. Attendance at Meetings & Events**

Full-time faculty members are expected to attend all University required meetings, program meetings as assigned and special events (such as commencement; health fairs, art shows or any event that supports and encourages students). In an emergency, the full-time faculty member should notify his/her supervisor as soon as possible.

Part-time and adjunct faculty members are welcomed to most meetings and it is expected that they will make the effort to attend as many meetings and events as possible. In some cases, the University holds mandatory meetings such as faculty development events and other important events. Part-time faculty should make every effort to attend these mandatory meetings or must arrange to make up mandatory meetings or special trainings in the case that they have other commitments and cannot attend the original event.

### **36. Outside Employment**

Faculty are permitted to engage in outside work, for example, at a clinic, hospital, doctor's office, research center or other such facility, subject to the restrictions below, and only with advance approval from the University. This work cannot exceed more than 8.0 hours per month and must fall within the confines of the below:

- (1) Any outside employment or other activity must not compete or conflict with University interests, their full time schedule, or adversely affect job performance at the University. Employees are not permitted to use any University resources or any confidential information of the University in any outside activities or employment. Employees are not to solicit or conduct any outside business during normal working hours for the University without prior authorization. Outside employment, whether authorized or not, will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or work different or longer hours.
- (2) Any outside employment must be approved in advance; in writing and signed, by the employee's Dean, the Provost, the COO and the President or CEO. The request for pre-approval must state whether and the extent to which any outside work will be performed during normal working hours.
- (3) Any outside employment that occurs during normal working hours will only be approved when the outside employer agrees to pay AUHS for the services or other such arrangement has been made by the COO that financially benefits the University. Employees must use any available PTO time when engaging in outside work during normal working hours, but only with prior approval from the employee's Dean, the Provost, the COO and the President or CEO.

This policy is subject to change without prior notice.

### **37. Textbook and Course Materials**

The University via its Librarian assists the faculty member in obtaining required textbooks and other course materials. Ample time as outlined below should be given for assistance in this area, as often textbooks are out of print or not available for several reasons from the publisher.

The following rules govern selection of **textbooks** and other curricular **materials**:

1. A faculty member may not receive financial compensation or any other form of remuneration, excluding supporting educational **materials** for teaching, from a publisher or an agent of the publisher for the purpose of selecting or assigning **textbooks**.
2. A faculty member must give ample notice when he/she wishes to change a required textbook. Faculty must request any change in textbook or course materials by means of the Textbook Request Form available from the librarian.
3. Students are notified week 8 of the required textbooks for the upcoming quarter.

Every effort is made to assist a faculty to change a textbook to the preferred textbook or teaching material however faculty are notified that due to unforeseen circumstances and circumstances beyond the Universities control, sometimes a textbook cannot be changed in the requested time frame and the decision to change the book or material may need to be delayed.

### **38. Workload**

Faculty members are assigned by the program administrator each quarter to classes. The faculty member's supervisor works closely with the faculty member in assigning the workload to meet the University, program, student and faculty needs. Whenever possible, efforts are made to have faculty members teach repeating courses but this is not always possible. While the primary responsibility of faculty members is dedicated to teaching students and each other, the University expects that faculty members will spend part of their work time on other activities such as service, grants, publication, presentation, and projects.

### **39. Copyright Policy**

The Copyright Act 1968 grants exclusive rights to copyright owners to use copyrighted material, including the right to reproduce or copy, publish, perform, communicate, translate or adapt material without express permission of the copyright holder. It is essential to the University's continued success and functionality that every individual

involved in the use of copyrighted material in connection with the University complies with copyright law, and that the University as an institution can demonstrate the highest level of compliance within this framework. Therefore, faculty members are to be mindful of US copyright laws including use of information available on the Internet are to be used in accordance with these laws.

Faculty members are reminded that it is unlawful and unethical to copy textbooks, journal articles or other materials to give out to students without express consent. Faculty members who wish to provide such materials to students need to check with the University librarian who will assist with seeking the required permissions. Strict adherence from every individual associated with the University is expected.

## **AUHS BENEFIT PROGRAM**

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### **1. Benefit Program for Faculty Members**

**Eligibility** - Full-time faculty members are eligible for a range of benefits offered, including Health Insurance, 401K Retirement Plan, Flexible Spending, Vacation, and Holidays. Eligibility is based on working continuously for 90 days.

- **Vacation Policy** - Full time faculty accrue 20 days of Paid Time off (PTO) per year to cover vacation, sick leave and personal time off. Faculty accrue PTO at the rate of 13.33 hours per month
- **Christmas Break Vacation** - AUHS provides for vacation periods annually during the Christmas holidays when the school is closed for the Christmas holidays. The days beginning just before Christmas and extending through January 1st when the campus is closed will be used for, at least 4 and up to 8 of the PTO days (depending upon which day of the week Christmas falls). PTO days will be announced, annually. Faculty will typically schedule their remaining PTO time during quarter breaks. Note: The week after final exams in the summer and fall semester is reserved for faculty retreats and meetings and should not be used for vacation time.
- **Paid Time Off (PTO)** - If a faculty member wishes to schedule PTO during the time when a Quarter is in session, a request for an exception to the PTO policy must be submitted to the Dean or supervisor using the “**PTO Exception Request**” form at least 30 days prior to the first day off requested. Only on a rare occasion will such time be granted.

#### **Christmas Break**

- PTO must be taken during extended breaks such as Christmas break because of the automatic closing of the school. There are at least three (Christmas Evening, Christmas Day, New Year’s Day) paid Holidays during Christmas time. It essential to understand that Christmas Break or closing does not begin until around December 20<sup>th</sup> or thereabouts and although the Fall Quarter may end around December 7<sup>th</sup>, administrative/academic time off is just three days, Monday, Tuesday, and Wednesday and other time off is from PTO. For example, if this time accounts for 14 real time days, approximately eight out of 11 days must be taken as PTO.

#### **Breaks during Other Quarters**

Breaks between Quarters other than Christmas are taken from PTO time alone if it extends beyond the administrative/academic allowances. If you chose to come to work during these breaks and not take the specified administrative/academic days, you must have a viable outcome related assignment approved by your Dean and the Provost and the related assignment(s) must be completed by the end of the break. Work-related assignments can include:

- A. Peer Reviewed journal articles
- B. Submittable grant(s)
- C. A prospectus for a book

D. Pick up needed hours to renew advanced practice licensure (Note: This work does not need to be done at AUHS campus if prearranged with the CAO/Provost)

However, if a faculty desires to reserve this time, it must be approved by the Dean, Provost, President, and COO. **Time may only be accrued up to 66.65 hours (which is 13.33 hours or 8.3 days).**

AUHS recognized the academic nature of teaching and thus has allocated administrative/academic time off during academic breaks in the following manner:

**Winter Quarter Break (Immediately after winter Quarter)**

Three (3) Administrative/Academic Days are allowed which are Monday, Tuesday, and Wednesday. Time beyond these days must be taken from available PTO. To reiterate, although, there are 5 days in this break, time beyond the time described above must be taken from available PTO or activities must be accomplished from the listed activities upon approval of the appropriate Dean or the Provost.

**Spring Quarter Break (Immediately after Spring Quarter)**

There three (3) Administrative/Academic Days which are allowed and include Monday, Tuesday, and Wednesday for Spring Break. Time beyond this prescribed time must be taken from available PTO or a request must be made for allowance for the activities listed above. To reiterate, although, there are 10 days in this break, time beyond the time described above must be taken from available PTO or activities must be accomplished from the listed activities upon approval of the appropriate Dean or the Provost,.

**Summer Quarter Break (Immediately after Summer Quarter)**

Three (3) Administrative/Academic Days are allowed which are Monday, Tuesday, and Wednesday. Time beyond these days must be taken from available PTO. To reiterate, although, there are 10 days in this break, time beyond the time described above must be taken from available PTO or activities must be accomplished from the listed activities upon approval of the appropriate Dean or the Provost.

**Fall Quarter Break (Immediately after Fall Quarter)**

Three (3) Administrative/Academic Days are allowed which are Monday, Tuesday, and Wednesday. Time beyond these days must be taken from available PTO. To reiterate, although, there are 15 days in this break, time beyond the time described above must be taken from available PTO or activities must be accomplished from the listed activities upon approval of the appropriate Dean or the Provost.

**2014 Examples of Break and Administrative Times**

QUARTER	TOTAL BTW	ADMINISTRATIVE DAYS	ON CAMPUS ADMINISTRATIVE DATES	TOTAL DAYS IN SERVICE/COUNCIL/COMMITTEE	ON CAMPUS IN SERVICE/COUNCIL/COMMITTEE DATES	TOTAL PTO DAYS	PTO DATES
FALL 2014 FROM PRIOR YEAR	11	3	December 15-17, 2014	1	December 18, 2014	8 FROM PRIOR YEAR	December 19, 2014 December 22-24, 2014 December 26, 2014 December 29-31, 2014
WINTER 2015	5	3	March 23-25, 2015	2	March 26-27, 2015	0	
SPRING 2015	10	3	June 15-17, 2015	1	June 18, 2015	6	June 19, 2015 June 22 -26, 2015
SUMMER 2015	10	3	September 14-16, 2015	1	September 17, 2015	6	September 18, 2015 September 21-25, 2015
FALL 2015	12	3	December 14-16, 2015	1	December 17, 2015	8	December 21-24, 2015 December 28-31, 2015
<b>TOTAL</b>	<b>37</b>	<b>12</b>		<b>5</b>		<b>20</b>	

- **Sick Time** - When a faculty member takes a sick day, the “**Time off for Illness Report**” should be submitted to the program administrative assistant no later than 2 business days following the return to work. Sick time is counted as PTO time.
- **Termination Pay Due**- If employment terminates with AUHS for any reason, personal time earned, but not used, will be paid out. All Company property must be returned before the final paycheck will be issued. Any and all academic requirements related to student evaluation (grades, projects, papers, etc.) and University projects assigned and due prior to the separation date are to be completed and submitted before final payment is issued.

## 2. Holidays

Regular full-time faculty members are eligible for paid holidays after 30 days of employment. AUHS provides a total of eleven holidays that include:

- New Years Day
- Martin Luther King Holiday
- Presidents Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day

## 3. Leave

- **Leave of Absence**  
Any regular full-time faculty member of the School may be granted a leave of absence for reasonable cause, provided it does not interfere with work schedules. A written request for a leave of absence will be presented to the supervisor.
- **Pregnancy or Disability Leave**  
AUHS provides up to three months disability in accordance with state regulations for a faculty member who is disabled due to pregnancy, childbirth, or a related medical condition.  
  
Leave will be granted for pregnancy-related disabilities upon the submission of a valid and acceptable health care provider's certification that a faculty member is disabled and unable to perform the functions of her position. The health care provider's written certification must also state when the disability will begin and when the faculty member is expected to be able to return to work.  
Prior to returning to work, faculty members are required to provide a medical certification from a health care provider that the faculty member is able to return to work. In most circumstances, the faculty member will be offered the same position held at the time of the leave or an equivalent position.
- **Funeral Leave**  
Should a death occur in a faculty member’s immediate family, time off with pay will be allowed. Pay for funeral leaves comes from the PTO account for each faculty member. The following PTO for immediate leave for death is as follows:
  1. For members of the immediate family (father, mother, brother, sister, spouse, and child): Time of from the day of death through the day of the funeral. If this period is to exceed three days, approval must be obtained from Management.
  2. For near relatives (grandparents, uncles, aunts, etc.): Time off for the funeral only (day) is allowed.
- **Family and Medical Leave**

AUHS will grant family and medical leave in accordance with the requirements of applicable state and federal law in effect at the time the leave is granted. No greater or lesser leave benefits will be granted than those set forth in the relevant state or federal laws. In certain situations, the federal law requires that provisions of state law apply. In any case, faculty members will be eligible for the most generous benefits available under either law.

Please contact your Supervisor as soon as you become aware of the need for a family and medical leave. The following is a summary of the relevant provisions.

State and federal family and medical leave laws provide up to 12 work weeks of unpaid family/medical leave within a 12-month period, under the following conditions:

1. The faculty member has more than 12 months of service
2. The faculty member has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
3. The faculty member is employed at a work site where there are 50 or more employees within a 75-mile radius.

Eligible faculty members may receive up to twelve workweeks of unpaid leave during a twelve-month period. A twelve-month period begins on the date of the faculty member's first use of federal family and medical leave. Successive twelve-month periods commence on the date of a faculty member's first use of family and medical leave after the preceding twelve-month period has ended.

Leave may be taken for one or more of the following reasons:

1. The birth of the faculty member's child, or placement of a child with the faculty member for adoption or foster care;
2. To care for the faculty member's spouse, registered domestic partner, child, or parent who has a serious health condition;
3. For a serious health condition that makes the faculty member unable to perform his or her job;
4. For any "qualifying emergency" (to be defined by federal regulation) because the faculty member is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation; or
5. A faculty member who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of 26 workweeks of leave during a 12-month period to care for the service member.

Certain restrictions on these benefits may apply. If you need family and medical leave, you may be required to provide:

1. Thirty-day advance notice when the need for the leave is foreseeable;
2. At least two-business-day advance notice that a spouse will be on leave from deployment, with certifying documentation;
3. Medical certification from a health care provider (both prior to the leave and prior to reinstatement) within fifteen (15) days of request;
4. Periodic re-certification;
5. Periodic reports during the leave.

When leave is needed to care for an immediate family member or your own serious health condition, and is for planned medical treatment, you must try to schedule treatment so as not to unduly disrupt AUHS operations.

**Please note:** Family and medical leave is for the most part unpaid unless you have PTO time available. AUHS may require you to use paid time off to cover some or all of the family and medical leave time. The use of PTO will not extend the length allotted of a family and medical leave.

- **California Paid Family Leave**

Faculty members are eligible to receive Paid Family Leave benefits through the State when they need to miss work to take care of family members who are seriously ill or unable to take care of themselves. Family member is defined as a parent, child, or spouse. Contact Human Resources to obtain more information about this benefit.

**Please note:** It is unlawful for the University to interfere with, restrain, or deny the exercise of any right provided by state or federal family and medical leave law. It is also unlawful for AUHS to refuse to hire or to discharge or discriminate against any individual for being involved in any proceedings related to family and medical leave.

- **Military Leave (Active and Reserve Service)**

Leave without pay is provided to you when you enter military service of the Armed Forces of the United States or are in the Armed Forces Reserves. AUHS will adjust your pay considering your military service in accordance with applicable state and federal laws. You are afforded reemployment rights and retain full seniority benefits for all prior service upon reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act. You need to provide your military service orders to your Supervisor for review prior to commencement of the leave.

The Uniformed Services Employment and Re-employment Rights Act (USERRA) mandates that while an individual is performing military service for the United States, he/she is deemed to be on a furlough or leave of absence and is entitled to the rights accorded other employees on non-military leaves of absence. Under USERRA, faculty members are allowed, but not required, to use accrued PTO or annual leave while performing military duty. Faculty members performing military duty of more than 30 days may elect to continue employer-sponsored health insurance for up to 24 months. For military service of less than 31 days, health insurance coverage is provided as if the faculty member had remained employed.

Any faculty member called to active military duty must provide a copy of his/her service orders to his/her Supervisor for review prior to commencement of the leave.

- **Reinstatement**

Returning service members must be re-employed in the job that they would have retained had they not been absent for military service, with the same seniority, status and pay, as well as other rights and benefits determined by seniority. The period within which a faculty member must apply for reinstatement is based upon the length of military service. If the service was less than 31 days, the faculty member must return on the next regularly scheduled workday after release from service (taking into account travel time and a minimum of eight hours rest time). If the service was more than 30 days but less than 181 days, the faculty member must submit an application for re-employment within 14 days of release from service. For a service longer than 180 days, the faculty member must submit an application for re-employment within 90 days of release from service

- **Leave for Victims of Violent Crime**

AUHS understands that if a faculty member is the unfortunate victim of a violent crime that faculty member may need to take time from work to appear in court in an effort to obtain relief from such violence. If you need time off for related judicial proceedings, you must give your Supervisor reasonable notice that you need time off for this purpose. Your time off would be unpaid. If you need time off immediately or for an emergency, advance notice is not required, but you may be required to provide documentation or certification of the purpose of your absence within a reasonable time after your time off.

#### **4. Jury Duty/Witness**

AUHS provides time off for faculty members to serve as a juror or witness when subpoenaed or court-ordered, including faculty members who are victims of a crime. Such time off is unpaid, however if desired, faculty members may use available PTO (accrued). Faculty members who have been subpoenaed or otherwise requested to testify in court as a witness for the University may receive paid time off for the entire period of witness duty. Verification from the court clerk of having served as a juror or a witness may be required.

#### **5. Emergency Duty**

Leave for faculty members who volunteer as a firefighter, reserve peace officer or emergency rescue personnel may take unpaid time off to perform emergency duty when called to action. Faculty members must notify management in advance wherever possible and provide supporting documentation for the leave.

#### **6. Voting**

If you cannot vote in a statewide public election before or after working hours, then you will be allowed sufficient time off to go to the polls. Such time off beyond two hours absence from the workplace would be unpaid.

## **7. Retirement Programs**

AUHS offers a 401K retirement program. Faculty members are eligible to contribute pre-tax earnings to this program after the first 90 days of employment with AUHS. The program has two components (1) Pre-tax dollars that you, as a faculty member contribute to this plan for your future retirement needs; and (2) monies that AUHS contributes to your retirement savings to help you build on your retirement savings. After 1 year of continuous service as a fulltime faculty member, you are eligible for Company Matching Contributions to your personal contributions.

### **Guided Choice Plan**

AUHS offers the GUIDED CHOICE plan administered through our payroll provider (Paychex). It allows you the widest choice of Investment Options from a variety of Investment Advisors from PIMCO bond funds to Vanguard Mutual Funds to Charles Schwab & Co., A faculty member can opt to contribute up to 50% of their earnings for each pay period. These dollars are deducted from your paycheck before all taxes including Federal Income taxes, State Taxes and Local taxes. (FICA deductions, do, however, occur). A faculty member is thus deferring taxes later when the retirement funds can be withdrawn at the mandated IRS retirement date beginning at 59 ½ years of age.

### **Company Contributions**

AUHS contributes to the 401k at the rate of .50 cents on the dollar matched up to the first 3% of the faculty members own contributions. For example, if a faculty member decides to contribute 4% of his bi-monthly paycheck of \$1500 gross, the faculty member is contributing \$60.00 to the retirement plan each paycheck. AUHS will add another \$22.50 to that contribution for a total of \$82.50 to the 401k Program. A faculty member can contribute up to a maximum of \$15,500\* in a taxable year. If the faculty member is Aged 50 or older he can contribute up to \$20,500\* in a taxable year. Faculty members are eligible for the company match after one year of continuous service with AUHS. \* Subject to change depending on current state and federal laws.

### **Discretionary Contributions**

AUHS reserves the right to add additional contributions to the faculty member's 401K account beyond the .50 match.

### **Vesting**

AUHS faculty members are fully vested 100% in contributions they make to the company 401k Plan. Company sponsored contributions are vested at the rate of 20% per year of continuous service with AUHS. Should a faculty member resign his/her position with AUHS, they will be entitled to rollover their vested interest in the retirement plan and the vested total of the Company contributions. The faculty member can also request direct distribution of the total vested balance, however the faculty member is warned that there are SEVERE tax consequences to taking a direct distribution that is *not* rolled into another qualified retirement plan. The faculty member is advised to seek Tax counsel related to such matters.

### **Questions**

Please forward any questions you may have regarding AUHS retirement plans to: [hrinfo@auhs.edu](mailto:hrinfo@auhs.edu); 562-988-2278, ext. 2014.

## **8. Healthcare Programs (Vision, Dental, Medical)**

The AUHS healthcare programs consist of a cafeteria plan, where the faculty member can opt to carry Medical, Dental, and Vision coverage. AUHS will cover 50% of the cost of that coverage up to \$200 for a single faculty member or \$500 for Family coverage for the faculty member.

Fulltime faculty members after 90 days are eligible for Health Insurance through the AUHS sponsored health plans, which include a selection of HMO and PPO plans. Costs of the medical programs vary and change from time to time, therefore for the most up to date information, please contact HR for an enrollment package or the coordinators listed below for ongoing questions.

AUHS' coordinator for its Health Care plan is Paychex Insurance Agency Inc. Please contact Laura Ramirez or Cory Brogan to discuss your healthcare requirements and they will shape the appropriate plan profile and costs. You may reach them at:

Laura Ramirez  
Field Major Account Manager  
Cell: 949.231.0412 Fax: 866.552.3907  
Email: [lr Ramirez@paychex.com](mailto:lr Ramirez@paychex.com)

Cory Brogan  
Health and Benefits Service Specialist  
Phone: 800.472.0072 ext. 83906| Fax; 866.552.3907  
Email: [cbrogan@paychex.com](mailto:cbrogan@paychex.com)

Healthcare premiums paid by the faculty member are payroll deducted pre-tax before Federal Income Taxes, State Taxes, and FICA.

#### **9. Vision and Dental Programs**

AUHS also offers Dental Programs through Principal Financial Group. The cost varies depending on individual or family coverage. For the current costs of benefit programs consult your benefit package or the HR benefit plan administrator, Paychex Insurance Agency Inc., for the exact costs of coverage as it varies depending on the circumstances.

AUHS offers Vision Plan coverage through MES Vision Insurance. Please contact the plan administrator, Paychex Insurance Agency Inc. for the exact costs of coverage as it varies depending on the circumstances.

#### **10. Life Insurance**

AUHS provides a basic life insurance policy on all eligible fulltime faculty members of \$15,000. This is a company paid benefit. The total cost is borne 100% by AUHS is not subject to the 50% co-payment that the company contributes to Healthcare related insurance benefits.

#### **11. Flexible Spending Account**

AUHS offers an easy to use Healthcare Spending Account also known as a **Flexible Spending Account (FSA)**. Faculty members are able to contribute pre-tax salaried income to pay many out of pocket medical related expenses, including Co-payments, dental, vision and day care expenses up to a maximum of \$2,500 a year. FSA's works the same way as you contribute to your AUHS 401k Plan. You direct how much you want deducted from your paycheck and it is deposited into a FSA account. The money is deducted before Taxes, FICA and State Income Taxes. The Faculty member is issued a Paychex FSA debit card that you use to make your Healthcare and Dependant care related expenses. Faculty members are eligible for the FSA Plan after 90 days of continuous employment.

**Questions:** Please email any questions you have regarding how this program benefits you, please call at 562-988-2278, ext. 2022.

#### **12. Unemployment Benefits**

Unemployment benefits are based on combinations of federal and state statutes. Unemployment compensation programs are administered by the state and normally provide monetary compensation to workers who have been terminated without cause, through no fault of their own. Faculty members who voluntarily terminate their employment for "good cause" may also be entitled to benefits. In California, the Employment Development Department administers the unemployment insurance program according to the provisions of the Unemployment Insurance Code and Title 22 of the California Code of Regulations.

#### **13. COBRA**

Under California's **Consolidated Omnibus Budget Reconciliation Act (CAL-COBRA)** faculty members may be allowed to continue their health insurance benefits, at the faculty member's expense, for up to 18 months after either voluntary or involuntary termination.

To qualify for CAL-COBRA continuation coverage, a faculty member must have a qualifying event that causes the faculty member to lose group health coverage. The following are considered qualifying events:

- Voluntary or involuntary termination of employment for reasons other than gross misconduct
- Reduction in numbers of hours worked

For spouses:

- Loss of coverage by the faculty member because of one of the qualifying events listed above
- Covered faculty member becomes eligible for Medicare
- Divorce or legal separation of the covered faculty member
- Death of the covered faculty member

For dependent children:

- Loss of coverage because of any of the qualifying events listed for spouses
- Loss of status as a dependent child under the plan rules

#### **14. Accidents**

An accident occurring during normal working hours is to be reported to the faculty member's supervisor at once. The supervisor will notify the Management/ HR.

On notification of an accident, the Human Resources Office will complete an accident form, which must be forwarded, no later than 48 hours after the accident has occurred, in order that the faculty member may be covered under the School's Workmen's Compensation Plan. *Accidents need to be reported to the H/R Officer, hrinfo@auhs.edu; or at 562-988-2278, ext. 2014.*

Safety is the responsibility of the head of the department who should make sure that all guards and safety equipment are being used and that only authorized personnel are using equipment and machinery, which is under their responsibility.

## **SECTION IV– FACULTY POLICIES**

## **SECTION IV- Faculty Policies**

### **OVERVIEW OF AUHS UNIVERSITY & FACULTY RELATIONS**

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AUHS has developed certain practices, procedures and expectations related to faculty employment. These processes are intended to facilitate quality outcomes for the University, to promote and grow our faculty member's overall academic development, and to promote quality outcomes for students who attend the University. In some cases, the processes are required of us by accreditation agencies and must be strictly adhered to in order for the University to remain in compliance with criteria set for quality as listed by our accreditation bodies and state and federal regulatory agencies. In other cases, the University has selected certain outcomes it requires of its faculty. These expectations are further explicated and outlined in this section.

#### **Proprietary Property**

Faculty is reminded that AUHS is a proprietary institution. The University regards work produced as a result of regular full-time employment with the University to be AUHS owned proprietary property. Therefore contents of the course portfolio including the course syllabi, plus any additional tests, power-points or other hand-out materials are considered the sole property of and owned in its entirety by the University, and thus expected to be surrendered when the faculty member resigns/terminates. Furthermore, work done on evaluation, assessment, accreditation or other joint work done as a regular faculty member is also considered owned by the University as are any materials posted on the Website, confidential business secrets, program descriptions, catalogue or handbook materials or other AUHS work product. This policy is not intended to interfere with the faculty academic freedoms as described later in this document.

### **HUMAN RESOURCES EXPECTATIONS FOR FACULTY**

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#### **Regarding Students**

As part of their role here at AUHS, faculty are expected to understand and follow the guidelines set-forth in University Catalogues, Student Handbooks, New Faculty Orientation Plan and other published documents related to student rights, student's standards for achievement, student activities & services, student attendance, student progression and promotion, grading and other related areas. Although these policies, practices and procedures will not be discussed in detail in this document, it is an expectation of this University that all faculty members familiarize themselves with the expectations and policies related to our students. Below is a brief list of the policies and procedures as outlined in the University Catalogue, Handbooks, New Faculty Orientation Guide and other official documents are of special interest to faculty:

- Student's Complaint and Grievance Procedure
- Student's Right of Appeal
- Student Access to Information
- Student Attendance Expectation
- University Grading System and Progress Evaluation
- Satisfactory Academic Progress
- Incomplete Grade Procedure
- Withdrawal and Unauthorized Withdrawal
- Student Warning Process
- Student Failure of Course Process
- Academic Honesty
- Copyright Policy
- Student Conduct Policy
- Make-up Work
- Student Termination
- Student Activities and Student Services

#### **FERPA Privacy Policy**

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law which states that an educational institution must establish a written institutional policy concerning the confidentiality of student education records and the fact that students must be notified of this statement of policy and their rights under the legislation. Student records are protected by FERPA policy at the American University of Health Sciences. Please note that this includes release of information to parents if the student is 18 years or older even if the family member is paying for the student's education.

In accordance with FERPA, students at the American University of Health Sciences have the following rights:

1. The right to inspect and review education records covered by FERPA.
2. The right to challenge (seek correction of) the contents of these records.
3. The right to a formal hearing, if necessary, for a fair consideration of such a challenge.
4. The right to place an explanatory note in the record in the event that a challenge of contents is unsuccessful.
5. The right to control, with certain exceptions, the disclosure of the contents of the records.
6. The right to be informed of the existence and availability of the institutional policy covering FERPA rights.
7. The right to report violations of FERPA legislation to the University Student Services Director, the University Chief Academic Officer and/or the U.S. Department of Education concerning alleged failures of the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC, 20202-4605.

Students may waive any of their FERPA rights, including the release of their education records, by providing written consent. Such consent must be signed and dated by the student and specify the exact purpose of the waiver or release.

### **Maintenance of Student Records**

The University is required to keep records for five years related to student grading and how grades were evaluated. This includes keeping syllabus copies for each course; rubrics for grading, copies of tests, students grade reports, etc. Records related to student's individual performance with any identifying documentation shall be kept in locked files by the University. Faculty are required to keep accurate and comprehensive information of all students grades and test until the conclusion of the quarter, then all grades, materials are verified and the handed over to the Student Affairs/ Student Services. The University will provide locked storage space for those records which overflow the faculty member's storage ability. In some cases samples of student work and samples of faculty evaluation of that work will be requested by the program administrators for accreditation purposes

The following represents the policy and procedures for maintenance of student records:

- All faculty members are required to post and print their final grades, take roll, print class roster, attendance sheets post adverse action and counseling, view students' progress via the campus student information system (SIS). Each faculty member will be assigned a log in ID and Password by the IT Department.
- Faculty members will be notified via email by the Student Services Department that enrollment is already posted and accessible in the SIS before each quarter starts.
- All academic counseling/notes must be recorded and posted in the SIS.
- Each faculty member is required to circulate and collect an official attendance sheets in class at the beginning of each session. No later than the end of each week, these forms are to be placed in the appropriate mailbox in the office of the School's respective Administrative Assistants. This process is a required documentation for AUHS. Attendance sheets are accessible in the SIS

### **Policy on Final Grade Submission:**

1. Final Grades must be posted in the Student Information system and submitted in the official grade sheet no later than 2 business days after the Final Exam Date. You may fax it at (562) 988-1791 or email it to [gjavaluyas@auhs.edu](mailto:gjavaluyas@auhs.edu) **AND** submit the Original Grade sheet with signature at the Student Services Office either by mail or in person.
2. All Final Grades must also be posted on MOODLE for the students to view.

### **Forms Available on MOODLE**

The following forms are available under the Student Services for Faculty Only section.

#### **Assignment of an Incomplete Grade:**

The "I" symbol is a notation on the transcript that reports that the student was registered in and attended a class, but that a portion of the required coursework was not completed by the end of the Quarter. The incomplete grade is NOT to be used for anything other than serious and unavoidable problems that prevented the student from completing all course

requirements on time. Typical reasons for an incomplete grade include serious illness or catastrophic event for the student or close family member. Some sort of documentation of the reason may be required. The student must have a passing grade in the completed work at the time of the request and have completed more than 50% of the course work requirements (pertains to completed work -not attendance). An incomplete cannot be given as a final grade. If the student does not complete the required work within the following quarter, they will receive a failing grade of “F”. Note that students who have an incomplete in a prerequisite course will not be able to register for the next course in the sequence until the incomplete course is successfully completed.

### **Incomplete Grade Form**

- This form is utilized if a final grade of Incomplete "INC" has to be assigned to a student. It is essential for Faculty to work with the student to remove the incomplete over the next quarter or the grade automatically converts to an F.
- **Change of Grade Form**  
This form is used after the Final Grades for the Quarter were submitted to the Student Services Office and if the Faculty needs to request for a change of grade. Change of Grade form must be submitted no later than 2 weeks from the Original Submission.
- **Incident-Accident-Injury Form**  
This form is used to report an incident/accident or injury in the classroom or clinical rotations if applicable.
- **Mid-Term Grade Notification Form**  
This form is submitted to the Student Services Office to notify administration of any students who are falling below B in midterm. The Department Heads must be given a copy to notify the students of the failure and to provide appropriate academic planning.

Faculty is responsible to post syllabi, lesson plans, handouts, lectures, grades, and rubrics (for written assignments) on MOODLE.

### **Adverse Action Form**

In the event that an occurrence occurs in the classroom or clinical/experiential setting, this procedure will guide the faculty/student response.

1. When an occurrence or adverse action.
2. Any agency protocol for occurrence reporting will be implemented.
3. Within 24 hours, faculty will summarize the occurrence in writing, and submit to the dean/program director and student affairs/ services.

### **Classroom Expectations for Student Conduct**

The University has set forth certain expectations for student conduct and behavior in the classroom. The university maintains that it is the responsibility of the faculty member to uphold these standards. In addition it is the faculty members right to impose additional classroom rules in order to maintain civility and an open learning environment. Therefore use of cellular phones while in class, use of personal computers, and other behaviors deemed by the faculty member as not conducive to maintenance of the learning environment may be freely instituted by the faculty member.

Faculty members are reminded that the University policy for students in the classroom allows only for bottled water (no eating) and that students are expected to follow the University Dress Code unless sanctioned by a special University event (fund raising, etc). Faculty who continue to have difficulty with students after they have addressed these issues with their students should contact their supervisors for further assistance.

## Use of Approved Formats – Syllabus & Rubrics

The University provides a standardized syllabus format and requires that faculty utilize this standard document for all courses offered from the University. As the primary, commonly available, summary of a course, the syllabus serves several purposes. It outlines the course, denotes what students may expect from the course, provides the students with assessment and evaluation information and gives the student a familiar document where they become accustomed to finding the information they need. On occasion, Schools (Nursing; Pharmacy; etc.) may alter the syllabus format for purposes of accreditation or other special interests with the permission of the chief academic officer.

Faculty members are required to provide information to students on each syllabus as to how certain assignments are graded (i.e. written work, care plans, etc). A sample of a grading rubric is provided to the faculty for their use. Faculty are strongly encouraged to use the grading rubric however may develop their own means of providing students with detailed grading criteria.

## Human Resources Requirements for Faculty

- **Biography “Bio”**  
The AUHS biography “bio” is your chance to showcase yourself and highlight who you are – although the emphasis must be mostly professional, there is opportunity to highlight special things about yourself which may be apart from academia. The bio should include three short paragraphs, written in third person, regarding a summary of your educational background, professional and teaching experience, clinical focus and interesting facts about yourself. The bio asks you to supply a picture of yourself doing something special which reflects your personality. For example, if you are a tri-athlete, attend historical reenactments on the weekend or belong to a volunteer organization you might supply a picture which reflects this. All pictures must be in good taste and be pre-approved by senior administration prior to being submitted to the University website for posting.
- **University Official Formatted CV**  
The University requires that faculty submit curriculum vitae using the approved University format. This CV becomes part of the official University personnel file for you and should contain a professional headshot. If you do not submit a headshot, the University will supply the opportunity for one for you via its IT department or Graphic Artist. The Official University CV must be updated annually at time of annual evaluation.
- **Special Program Formatted CV**  
On occasion, the University may request a second CV following a somewhat different format. This is generally done for accreditation purposes for some University programs. Not all programs will require a special CV. When requested, faculty members are expected to complete the additional CV by the date requested. Faculty will be provided ample notice to complete the special request. Special CV’s will become the property of the program department for accreditation purposes and not be kept in the Official Personnel File.
- **ACICS Data Sheet**  
As required by our current national accreditation body, the ACICS Data Sheet must be kept on all faculty members and updated annually as directed at anniversary date. The ACICS Data Sheet is a required part of the faculty member’s personnel file. Electronic copies of the document can be obtained from the faculty supervisor.
- **ACICS Annual Faculty Development Plan**  
As required by our current national accreditation body, the ACICS Annual Faculty Development Plan must be kept on all faculty members and updated annually as directed at anniversary date. Faculty members are expected to fully participate in the development of the plan in partnership with ones supervisor. The plan is created once per year. Faculty member’s supervisors will discuss progress on the plan and recommend adjustments to the plan should one become necessary. Certain mandatory University activities should be expected and planned for in the plan along with selected other personalized development activities. The Faculty Development Plan is a required part of the faculty member’s personnel file. Electronic copies of the document can be obtained from the faculty member’s supervisor.

### **Tuition Reimbursement for Faculty Development**

AUHS wishes to encourage the professional development of the full-time faculty. As part of that professional enrichment program, full time faculty may be reimbursed for tuition directly related to their profession up to a total of \$5,000 per year. However, certain conditions must be met as part of this reimbursement program.

Tuition reimbursement only applies to higher degree leading to a doctorate (e.g. PhD, Ed.D., DNP, PharmD).

#### **Full time Faculty must be employed at least one year prior to applying for tuition reimbursement.**

The tuition reimbursement is limited to a total of three years not to exceed \$5,000.00 dollars per year for up to a maximum of three years, more if there is written authorization, but in any case not to exceed \$15,000.00 dollars. For tuition to be reimbursed, faculty must earn a 3.0 on a scale of 4.0 in all courses. Obtaining less than a 3.0 will disqualify the faculty for that term and render them ineligible for that term. Tuition reimbursement is not available until the faculty has served one year of service at AUHS.

Tuition reimbursement (for the exact outlay not exceeding the \$5,000 per year) can only be made with verification of a cash outlay for the same, either by receipts or cancelled checks, along with evidence of successful completion of the course. Classes or courses of study can only be done on personal time or available pre-approved PTO (paid time off). Requests for reimbursement for pre-approved courses must be submitted within 90 days of course completion.

Tuition that is covered either by a scholarship from the attending school or by a salary or other stipend paid to the student will not be reimbursed by AUHS.

Course work should not interfere with normal working hours whenever possible, and will not be considered an excuse for poor job performance, absenteeism, tardiness, or any other interference with University business. Employees may attend to coursework during normal working hours only with advance written approval, as discussed below. When PTO is taken to attend a course, the tuition reimbursement for which the employee is eligible will be reduced in an amount equal to the PTO taken. (Example, if a faculty member takes 6 hours of PTO to attend a course, the amount of tuition reimbursement that faculty member is eligible for will be reduced by an amount equal to 6 hours of pay at the employee's regular rate.) Employees must use any available PTO to attend to coursework during normal working hours.

If an employee utilizes PTO days, they must obtain prior approval from the Dean, the Provost, the COO and the President of the University. If an employee misses work for coursework and does not have sufficient PTO to cover the time, the employee's pay will be reduced in a pro-rata amount for that time, nonetheless they must still obtain prior written approval for missed unpaid work from the Dean, the Provost, the COO and the President of the University.

Tuition reimbursement must be pre-approved. Tuition reimbursement applications must be submitted in writing to the Dean of the school must indicate the institution, the course, the amount of the tuition, whether any course work will occur during normal working hours, and whether PTO will be taken. Applications must be submitted and signed by the Dean, the COO and the President of the University, in advance of taking course work to be approved. **In addition, in order to qualify for tuition reimbursement for education, faculty must complete all requirements listed in their contracts such as service, scholarly activities, community outreach, teaching assignments, etc.**

## PAYBACK AGREEMENT

As a condition of tuition reimbursement, the employee must agree that if she or he leaves employment for any reason, voluntarily or involuntarily, the employee will repay the University for any Tuition Reimbursement received according to the following schedule:

- The employee must pay back 100% of any tuition reimbursement received 0 to 36 months prior to the employee's termination date;
  - The employee must pay back 75% of any tuition reimbursement received more than 36 but less than 48 months prior to the employee's termination date;
  - The employee must pay back 66% of any tuition reimbursement received more than 48 but less than 56 months prior to the employee's termination date;
  - The employee must pay back 50% of any tuition reimbursement received more than 56 but less than 72 months prior to the employee's termination date.
- **Faculty Annual Activities & Service Update Report**  
A Faculty Update Form outlines faculty service, grant writing activities; community service and research activities, presentations, among other professional and service activities. Faculty can obtain copies of this form from his/her supervisor. Completion of this form is due at time of annual evaluation however it is strongly urged that faculty keep this form current as the employment year goes by as activities and dates can be difficult to recreate or remember months after the activity.
  - **Professional Licenses**  
In certain cases, professional licenses are a required qualification of the job description. If the professional license is mandatory to qualify one for their work, it must be kept current and in good standing at all times. Faculty who this pertains to must provide a current unobstructed license to the University. Failure to renew the license timely or maintain a license in good standing will result in a warning from the University and a suspension without pay until the license is reinstated. Professional licenses will be maintained as a part of the HR file.
  - **Health History and Immunizations**  
In certain cases, in particular faculty members who work with students or teach in clinical agencies will be required to provide the University with those immunizations, titers and selected other health records as required by the agency and/or the CDC. Failure to provide the required documentation timely may result in a warning from the University and/or a suspension without pay until the required information is provided and the faculty member is cleared by the facility. Protected health history and health information will be protected utilizing the principles of the Health Insurance Portability and Accountability Act (HIPAA) guidelines. By submitting this information, faculty members understand that only the information required to be provided by the health care agency will be provided. In most cases, this means that the dean or program director will certify to the agency that you have met the requirements related to immunization, health status, etc. in order to meet the agencies guidelines. Your health care information will not become a part of your HR record and will be maintained confidentially by the University with access to only to those individuals who need access to the information in order to certify your meeting of identified standards.
  - **American Heart Association Health Provider Cardio Pulmonary Resuscitation (CPR)**  
In certain cases faculty members will be required to maintain current AHA CPR approval status. If required by the job description and/or the clinical facility, failure to provide the required documentation of Current AHA health provider CPR may result in a warning from the University and/or a suspension without pay until the required information is provided and the faculty member is cleared by the facility.
  - **Other Requirements**  
Other requirements may be requested for clearance to the clinical facility.

## UNIVERSITY REAPPOINTMENT RANK AND PROMOTION GUIDELINES

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### **Contracts**

The University appointment process includes hiring faculty with contracts, which outline the expectations of faculty members along with any additional individual expectations. Although contracts are usually general in nature following common expectations and guidelines, individual differences can sometimes occur depending upon the individual agreement that the faculty member has negotiated with the University.

In general, most initial contracts are offered to faculty members for a period of three years, followed by a second (intermediate) period of three years and then a five-year period. These contracts outline faculty expectations for teaching responsibility, research, grant writing, publication, service, presentations among other expectations. Included in the contract are the requirements and payouts for the faculty bonus plan. In addition, provisions are given for paid time off, and for steps in pay grade over the three year periods.

### **Promotion**

The University strongly supports the promotion of faculty from within the University. The decisions to award promotion to a faculty member are taken seriously and the University thus, it provides thoughtful, accurate and thorough guidance to all faculty members of the academic community who become interested in an open position.

The process for promotion includes looking from within the existing faculty when promotable opportunities become available. Faculty members are also invited and welcomed to inquire and submit themselves for consideration whenever they are interested in a promotion within the University.

### **Rank “Promotion”**

The University utilizes an faculty/instructor step ladder promotion process. In this process, faculty progress along the faculty/Instructor steps to achieve higher ‘rank’. Faculty members join the University at an assigned rank and progress in rank according to the rank step process. The rank step process is designed to flow smoothly so that faculty members can attain higher rank each year if they complete the expectations of the rank in the rating period. In order to receive rank step promotion, faculty must meet certain standards. The standards and steps are outlined in the proceeding charts on the following pages, which fully explain this process.

First Three-Year Contract				
Rank/Steps	Academic Qualification	Teaching	Research/Scholarship	Service
Instructor 1 or Assistant Professor, Step 1	Master's or Doctoral	Maintains in every course taught a Teacher Effectiveness Mean of 3.5	Writes one article for publication Write one small foundation grant	Belong to one professional organization Contributes service to the community  <b>Exemplars:</b> Membership in the American Nurses Association, NLN or local professional organization.
Instructor 2 or Assistant Professor, Step 2	Master's or Doctoral	Maintains in every course taught a Teacher Effectiveness Mean of 3.5	Writes one article for publication Write and obtain one small foundation grant	Belong to two professional organizations Contributes service to the Community  <b>Exemplars:</b> Provides service such as support of AUHS initiatives (WISH, MASH) clinical partner presentations and continuing education or similar service.
Assistant Professor, Step 3	Master's or Doctoral	Maintains in every course taught a Teacher Effectiveness Mean of 3.5	Writes one article for publication Write and obtain one small foundation grant	Belongs to three professional organizations Provides service.
Second Three-Year Contract				
Associate Professor, Step 4	Master's or Doctoral	Maintains in every course taught a Teacher Effectiveness Mean of 3.8	Publishes one article in area of expertise or on a clinical or review topic.  Write and obtain one small foundation grant and write and obtain a R15, or R03 for NIH or competitive organizations (a beginning area grant)	Holds office in one local professional organization.  Contributes service to the community
Associate Professor, Step 5	Master's or Doctoral	Maintains in every course taught a Teacher Effectiveness Mean of 3.8	Publishes one article in area of expertise or on a clinical or review topic  Write and obtain one small foundation grant and Write a R01 for NIH or a competitive organizations  Presents in area of expertise at the local or state level	Holds office in one regional professional organization Contributes service to the community relative to area of expertise
Professor Step 1	Master's or Doctoral	Maintains in every course taught a Teacher Effectiveness Mean of 3.8	Publishes two articles in area of expertise or on a clinical or review topic  Receives two grants from a foundation, state, or NIH etc. in a chosen area.  Present once in an area of expertise at the national or international level	Holds office in one state professional organization Contributes service to the community relative to area of expertise

Achievement of Term Tenure for Five Years				
Rank/Steps	Qualification	Teaching	Research/Scholarship	Service
Professor, Step 2	Doctorate in appropriate field	Maintains in every course taught a Teacher Effectiveness Mean of 4.0	Publishes two articles in area of expertise or on a clinical or review topic Receive one grant from a government organization or national entity (e.g. R series grant) or continues the work from a previous grant Presents twice in an area of expertise at the national or international level	Holds office in one national professional organization Contributes service to the community
Professor, Step 3	Doctorate in appropriate field	Maintains in every course taught a Teacher Effectiveness Mean of 4.0	Publishes two articles in area of research expertise or on a clinical or review topic Or / one chapter in a book Receives two grants from a government or national entity (e.g. R series grant) or continues the work from a previous grant Presents twice in an area of expertise at the national or international level	Holds office in one national professional organization Provides service as a member of an accrediting team <b>or</b> as consultant to others in an area of expertise Contributes service to the community
Professor Step 4	Doctorate in appropriate field	Maintains in every course taught a Teacher Effectiveness Mean of 4.0	Publishes three articles in area of expertise or on a clinical or review topic Or/ one chapter in a book Receives two grant from a government or national entity (e.g. R series grant) or continues the work from a previous grant Presents three times in an area of expertise at the national/international level	Holds office in one national professional organization and one local professional organization Provides service as a member of an accrediting team <b>or</b> as consultant to others in an area of expertise Contributes service to the community
Professor Step 5	Doctorate in appropriate field	Maintains in every course taught a Teacher Effectiveness Mean of 4.0	Publishes two articles in area of expertise or on a clinical or review topic Or/ publishes a book or one chapter in a book Receive two grant from a government or national entity (e.g. R series grant) or continues the work from a previous grant Presents twice in an area of expertise at the national or international level	Holds Office in one national professional organization and one regional professional organization Provides service as a member of an accrediting team <b>or</b> as consultant to others in an area of expertise Contributes service to the community
Professor Step 6	Doctorate in appropriate field	Maintains in Every Course Taught a Teacher Effectiveness Mean of 4.0	Publishes two articles in area of expertise or on a clinical or review topic or Publishes a Book or One Chapter in a Book Receive two grant from a government or national entity (e.g. R series grant) or continues the work from a previous grant Presents three times in an area of expertise at the national or international level	Holds Office in one national professional organization and one regional professional organization Provides service as a member of an accrediting team <b>or</b> as consultant to others in the field Holds office in one community organization relevant to maintaining healthy community

**Appointment of Second Term Tenure**

### **Faculty Professional Development**

As previously discussed in Section III, faculty members are required to maintain a professional development record. The faculty development plan is an opportunity to pursue and gain knowledge in areas that one has special interest in or develop areas where a weakness may be present. The ACICS Faculty Development Plan acts as a roadmap and a guide to help you to become the best educator you can be. It is the faculty member's responsibility to promote their personal professional development and update the supervisor quarterly even if the supervisor does not request the update.

### **Continuing Education Units and Continuing Development Workshops**

AUHS provides faculty development in a variety of areas quarterly. Faculty members are required to attend AUHS continuing education workshops. Faculty will receive either a continuing education certificate from the University stating the program and the hours awarded or in some cases actual Continuing Education Unit (CEU's) credit for approved programs attended.

Additionally, faculty members may request payment for attendance and expenses in workshops or professional conferences, which relate to their field of expertise or to teaching students. These activities must be pre-approved, and become a part of the faculty member's overall faculty development plan. Faculty members must obtain permission prior to attending the conference or workshop in order to receive reimbursement.

## **FACULTY RIGHTS**

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### **Academic Freedom**

With the major changes that are currently in process in academic health centers—in the teaching of students, in the status of health science school faculty, and in the conditions under which these faculty members work—it is urgent that clear-cut policies on academic freedom is formulated, made known and addressed.

The modern health care industry is now more complex and market-driven, with instructors and professors often acting as entrepreneurs in research and in-patient care. It is marked by conflicting roles and responsibilities, both academic and nonacademic, for faculty members and administrators alike. The intense competition for private or governmental funding can affect the choice of research subjects, and in some instances, scientists in academic medicine are finding it difficult to secure funding for unorthodox research or research on matters that are politically sensitive. The growing reliance on the clinical enterprise at many medical schools, and the resulting expansion of the number of professors who are engaged mainly in clinical work, may serve to divert the schools from their teaching mission, and may implicitly or explicitly dissuade professors from devoting their attention to such activities as graduate teaching or academic service that are not income producing in nature.

Academic freedom should be especially nurtured and supported because of the constraints surrounding medical and clinical research. Rules governing genetic research and engineering, debates about the beginning and end of human life, and disputes about the use of animals for research and experimentation are examples of matters that can profoundly affect the work of medical school professors. While society may require restraints on the pursuit of knowledge in these and other similarly sensitive areas, basic principles of academic freedom, in the field as well as elsewhere in an institution of higher learning, must be observed.

## **The American University of Health Science upholds the following cornerstones of academics:**

### **Freedom to Inquire and to Publish**

The freedom to pursue research and the correlative right to transmit the fruits of inquiry to the wider community -without limitations from corporate or political interests and without prior restraint or fear of subsequent punishment — are essential to the advancement of knowledge. The pursuit of medical or clinical research, however, should proceed with due regard for the rights of individuals as provided by standard protocols on the use of human and animal subjects. Any research plan involving such matters must be reviewed by a body of faculty peers and/or the University Institutional Review Board (IRB) before the research is initiated, and while it is being conducted. AUHS is a Christian University and within these perimeters, faculty is afforded academic freedom. All research protocols going to any external agencies must be reviewed and approved by the Provost at AUHS and a signature of approval must be affixed before the grant is sent to the agency

### **Patents and Royalties from Patents**

If a patent is expected to be produced from any and all research endeavors and other ongoing work produced at AUHS as a faculty member, the assignment of the patent must be made exclusively to AUHS. Similarly, royalties from all patents are also to be assigned to AUHS accordingly.

### **Freedom to Teach**

The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which they are individually responsible, without having their decisions subject to the veto of the Chief Academic Officer, Program Dean/Director/Chair, or other administrative officer as long as they follow University protocol related to respecting times for changing of texts, etc. (Changing course 'required' textbooks requires ample notice to the librarian and program administrator). Teaching duties in health science schools that are commonly shared among a number of faculty members require a significant amount of coordination and the imposition of a certain degree of structure, and often involve a need for agreement on such matters as general course content, syllabi, and examinations. Often, under these circumstances, the decisions of the group may prevail over the dissenting position of a particular individual. When faculty members are engaged in patient care, they have a special obligation to respect the rights of their patients and to exercise appropriate discretion while on rounds or in other non-classroom settings.

### **Freedom to Question and to Criticize**

Faculty members should be free to speak out on matters having to do with their institution and its policies to administration, and they should be able to express their professional opinions to administration without fear of reprisal. In speaking critically to administration, faculty members should strive for accuracy and should exercise appropriate restraint. Tolerance of criticism to administration, however, is a crucial component of the academic environment and of an institution's ultimate vitality.

Despite the serious challenges currently facing them, our institutions of academic health science should respect and foster conditions that are essential to freedom of learning, freedom of teaching, and freedom of expression.

### **Faculty Bylaws**

Each School (Nursing, Pharmacy/Biomedical Sciences) maintains their own Faculty Bylaws. Faculty Bylaws are defined guidelines and procedures for the organization and governance of each school within the University. The purpose of having such guiding principles is so that faculty members may understand their responsibility and faithfully perform their duties with respect to education, research/ scholarship, service, scholarship, cultural diversity and Christian Values, the pillars upon which the University is formed.

The principle upon which faculty bylaws are created includes providing for an effective means of collective collaborative participation by the faculty in the consideration, formulation and implementation of recommendations and decisions related to the academic policies of the School and those University policies that affect the School and its faculty. Faculty bylaws are governing documents, which provide the faculty members with an opportunity to express, through representation, their concerns and opinions about matters vital to the welfare of the University, the program (school) and the excellence of its educational programs.

## **SECTION V CAMPUS EVALUATION PLAN (CEP)**

## SECTION V – Campus Evaluation Plan

### ASSESSMENT & EVALUATION

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#### **Purpose Statement**

The purpose of the AUHS Campus Evaluation Program (CEP) is to promote a culture of continuous improvement. Assessment and evaluation is defined as the systematic collection, review and use of information for the sole purpose of improving student learning. Assessment is directed toward determining what the University wants students to learn; how well they are learning it and gaining needed knowledge; and what we can do to help our students learn more effectively. Effective assessment requires that the collection and analysis of data be utilized for the purposes of fulfilling the mission and meeting educational objectives of the University programs and the University.

AUHS' CEP has been developed to provide systematic and timely feedback in order to improve achievement, modify and refine educational objectives, curriculum and instructional methods to best meet our student's educational needs, achieving the goals of our strategic planning and demonstrating responsibility and accountability to our accrediting agencies, governing bodies and other interested or affiliated parties. This effort contributes to the institutional responsibility for producing, reporting, interpreting, and explaining learning outcomes. Assessment and evaluation at several levels is an integral aspect of the University's commitment to sustaining and enhancing academic quality and good student outcomes.

The CEP has also been evaluated to determine its effectiveness and has been newly revised and in some cases developed to meet the needs of the University and its programs. Although some moderate alterations to the basic tools presented in this section may occur in Schools (Nursing; Pharmacy; Biomedical Sciences) to meet accreditation or program needs, the basic tools serve as the foundation for the University Assessment & Evaluation program.

AUHS's Campus Effectiveness Plan is the culmination of multiple initiatives focused on continuous improvement strategies for quality, improvement and service in the learning environment. The primary purpose of developing and implementing this institutional effectiveness and outcomes assessment plan is to document how well the University is fulfilling its mission and purpose. This is accomplished by the development of an annual IEP to document the achievement of expected and stated outcomes and continuous improvement of the colleges administrative and educational support services units. All administrative and educational support services units participate in the process and assess the effectiveness of their programs, departments, operations, and processes on a continuous basis.

#### **Comprehensive Evaluation Plan:**

##### **Clinical/Experiential Site Evaluation**

Clinical/Experiential Site Evaluation consists of two tools:

- Clinical/Experiential Facility Evaluation (faculty) -intended for use by the faculty to evaluate the effectiveness of the clinical/experiential site from their point of view.
- Clinical/Experiential Facility Evaluation (student) - intended for use by the students to evaluate the effectiveness of the clinical/experiential site from their point of view.

##### **Course and Faculty Evaluation**

Currently there are four tools for course and faculty evaluation, two for midterm and two for final evaluation as follows:

- Theory Course & Faculty Midterm Evaluation – used for mid-quarter evaluation of faculty members in the classroom. Midterm evaluations are used for the purpose of evaluating new faculty for the first two quarters or until evaluations stabilize and meet the set benchmarks of 3.5 in all essential categories for two consecutive quarters. This tool is also used for incumbent faculty members who are having difficulty meeting benchmarks and are working with mentors in order to improve classroom teaching strategies.
- Clinical/Experiential & Faculty Midterm Evaluation - used for mid-quarter evaluation of faculty members in the clinical/experiential setting. Midterm evaluations are used for the purpose of evaluating new faculty for the first two quarters or until evaluations stabilize and meet the set benchmarks of 3.5 in all essential categories for two consecutive quarters. This tool is also used for incumbent clinical/experiential faculty members who are having difficulty meeting benchmarks and are working with mentors in order to improve clinical/experiential teaching strategies.

- Theory Course & Faculty Final Evaluation – used for end of quarter evaluation of faculty members and course in the classroom setting. Final evaluations are used for the purpose of evaluating every faculty and every course.
- Clinical/Experiential Course & Faculty Evaluation - used for end of quarter evaluation of faculty members and of the clinical/experiential course in the clinical/experiential setting. Final evaluations are used for the purpose of evaluating every faculty and every clinical/experiential course.

### **Employer Satisfaction**

Currently there is one employer satisfaction survey.

- Employer Satisfaction Survey - The purpose of this tool is to evaluate the performance and preparation of AUHS graduates in the workplace. It is intended for the employers of AUHS graduates to evaluate the effectiveness of AUHS graduates in the workplace as entry-level practitioners and health care professionals who are working in their first 12 months of employment.

### **Facility Evaluation**

Facility evaluation tools are designed for the purpose of evaluating the effectiveness of students and faculty in various settings; there are four tools in this category.

- Faculty Evaluation and Observation in Clinical/Experiential Settings – The purpose of this tool is for a supervisor to evaluate the effectiveness for the faculty member in the clinical/experiential site as related to leading or supervising student learning experiences in the workplace
- Clinical Agency Evaluation of Faculty and Students in the Clinical/Experiential Setting – The purpose of this tool is for clinical/experiential agency personnel to evaluate the effectiveness of AUHS faculty members and students in the clinical/experiential setting.
- Faculty Peer Evaluation – The purpose of this evaluation is for a co-faculty member to give feedback in the teaching environment to a fellow faculty member for the purpose of self-improvement. These evaluations are intended for self-improvement and not seen by anyone other than the reviewer and reviewed. Full-time faculty members who have worked at the University for at least one year are expected to obtain two peer evaluations each year. It is recommended that at least one be obtained from members teaching in other departments. Part-time and per-diem faculty have no requirement in this area, however are strongly urged to get at least one peer review annually.
- Student Evaluation of Preceptor – the purpose of this tool is for the student to evaluate a preceptor in the clinical/experiential environment.

In addition, included in clinical and experiential syllabi are evaluation tools for individual student evaluation of their performance compared to the expectations for the course. These are considered under specific program outcomes criteria and as such are solely controlled by each program according to their individual needs.

### **University and Program Evaluation**

There are three tools in the University and Program evaluation category.

- Student Satisfaction Inventory – the purpose of this tool is for students to evaluate their satisfaction with their educational program and the services provided by the University. This evaluation takes place once per year in the fall.
- Graduate Survey – the graduate survey is given to student in the last 2 weeks of their programs and is intended to be a comprehensive questionnaire of the students overall satisfaction with their program.
- Alumni Survey – this survey is given to graduates working in the fields from one to three years post graduation.

### **Clinical/Experiential Behavioral Tool (formerly called student behavioral evaluation tool)**

The Clinical/Experiential Behavioral Tool is an additional assessment for reviewing the progress students are making related to professionalism and professional behaviors in the clinical experiential area. It is to be completed at the end of the clinical experiential course to the program administrative assistant.

## SYSTEMATIC PROGRAM EVALUATION PLANS

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### **Program Evaluation Plans**

Currently the AUHS School of Nursing and the AUHS School of Pharmacy have developed systematic evaluation plans to routinely assess the processes and outcomes of these programs. Some programs have developed specific plans in order to further their development and improvement as well as assure quality on the programmatic level. The current process includes collaboration with faculty, students and administrators to develop a plan that is comprehensive and based upon certain criteria or standards expected within the discipline. As such, developing the evaluation plan is a collaborative process in which faculty work closely with program staff to craft and implement an evaluation design that is responsive to the needs of the program. For example, during program implementation, faculty can provide formative evaluation findings so that program staff can make immediate, data-based decisions about program implementation and delivery. In addition, evaluators can, towards the end of a program or upon its completion, provide cumulative and *summative* evaluation findings, often required by accreditation agencies and used to make decisions about program continuation or expansion. Program evaluation is the systematic assessment of the processes and/or outcomes of a program with the intent of furthering its development and improvement.

## **SECTION VI – HEALTH & SAFETY**

## **SECTION VI- HEALTH & SAFETY**

### **EMERGENCY PLAN**

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AUHS has an Emergency Action Plan as well as a Fire Prevention Plan. The following represent AUHS's emergency planning program.

#### **Purpose of Emergency Action Plan**

The Emergency Management Response Plan will be the basis to establish procedures which will assure maximum and efficient utilization of all resources on the campus, minimize the loss of life and/or injury to the population, and protect and conserve resources. For the purpose of this plan, "disaster" shall be defined as any condition – man-made or natural which results in a significant disruption to the academic mission of the University. The on-set of most disasters is considered to be very rapid, allowing a minimum of time for preparation. The scale of a "disaster" is determined by the potential for loss of life, damage to facilities, and the amount of external resources necessary for the University to return to its normal academic mission. Therefore it is of utmost importance to understand what to do in an emergency situation.

The senior management team members will have the responsibility of emergency management in case of an emergency and will organize an Emergency Command Center in the event of an emergency. These members need to be notified immediately in case of emergency and include:

- Joyce Newman Giger
- Henry Lewis
- Pastor Gregory Johnson
- Ivy Javaluyas
- Program Deans

#### **Sudden Illness of Student or Employee Requiring Emergent Medical Intervention**

Administer first aid and/or CPR or assign someone to do this. Call for emergency help or assign someone to do this. From house phones dial 7-911. From Cell phones dial 911. State the nature of the emergency calmly giving information on where the person is the address of the institution, the nature of the problem as you understand it and what is being done to assist the person ("someone is giving CPR"). Stay with the person and assign someone to guide the emergency response team from the front door to the area where the ill person is located.

#### **Psychological Crisis or Intruder Threat**

AUHS is committed to providing a safe environment for its students, faculty and employees. The University maintains a campus security plan to provide guidance for community members during an emergency situation that might threaten the physical safety of its students, faculty and staff, the general public, and the resources of the University. In the event that a situation becomes threatening and loss or anticipated loss of control occurs, the following are recommendations for dealing with the crisis:

1. Attempt to deescalate the issue as much as possible
2. Phone and/send another student or coworker for help from an administrative management response team.
3. Phone for help from police (if off hours).
4. In the case of gunfire or discharged explosives, take cover immediately using all available concealment.
5. Give as many details as possible relative to location, number of assailants, means of aggression and other pertinent information.
6. Do not sound the fire alarm to evacuate the building. People may be placed in harm's way when attempting to evacuate the building.
7. Be aware of alternate exits if it becomes necessary to flee.
8. Persons should lock themselves in classrooms and offices as a means of protection.
9. Persons should stay low, away from windows and barricade their door(s) if possible and use furniture or desks as cover.
10. If possible, cover any windows or openings that have a direct line of sight into the hallway.
11. Students and staff should not attempt to leave the building until told to do so by Public Safety or police personnel. The only exception to this is when, given the specific circumstances, a person is certain beyond any doubt that they are in more danger in staying in the building than in attempting to escape.
12. After the disturbance, seek emergency first aid if necessary.

## **CRIMINAL ACTIVITY**

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AUHS is committed to providing support and or assistance (i.e., counseling, police assistance, protection, etc.) to any member of the University who has become a victim of a crime on AUHS property. Some examples of crimes are sex crimes (other than sexual harassment), aggravated assault, robbery, larceny, hate crimes, vandalism, threatening/harassing, stalking, hostile intruder, etc.

If you see suspicious activity or need to report an intruder, first call the police department. If you are able, help others to evacuate the affected area and wait for emergency response personnel. Any victim of a crime is encouraged to promptly report the incident to the local police department.

## **FIRES, EARTHQUAKES AND OTHER NATURAL DISASTERS**

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### **Fire or Fire Drill**

- 1. Know where nearest fire extinguisher is at all times and how to use it**
- 2. Know the location of fire alarms and how to manually activate the alarms.**
- 3. Know where the nearest exits are from offices, classroom and meeting rooms.**

The University is equipped with fire protection equipment such as hand-operated fire extinguishers and emergency fire notification stations. Each faculty member is an important part of our fire protection system. He/she must know where fire extinguishers are located in his work area and how to use them. Further, he/she must know how to turn on a fire alarm, and he/she should know the nearest exit from his work area or classroom so that he/she can leave quickly in an emergency.

- For fire or unknown fire drill – Immediately activate or direct someone else to activate the emergency fire pull station. Direct students and others who are not helping to evacuate the building to assemble in the lower parking lot – make sure someone has the class roster if you are in charge of a class. If small fire, utilize fire extinguisher to attempt to control the fire. **Do not put yourself in undo jeopardy.** If fire is unmanageable, attempt to close off the area (close doors) and exit the building via the nearest exit and assemble in the lower parking lot. Call names to ensure that all students are present if you are the faculty member. Ask students to remain in group until further assistance is given. When safely outside, use cell phones to dial 911 with details of the fire if known. In case of fire it is important that faculty members remain safely away from the scene of the fire unless they have been assigned fire-fighting duties.
- If you hear fire alarm - Close doors and exit the building via the nearest exit and assemble in the lower parking lot. If in charge of students (class) take roster and ask students to leave in an orderly fashion exiting the nearest safe exit. Have students assemble in the lower parking lot. Call names to assure that all students are present if you are the faculty member. Ask students to remain in group until further assistance is given. When safely outside, use cell phones to dial 911 with details of the fire if known (only one person should do this). In case of fire it is important that faculty members remain safely away from the scene of the fire unless they have been assigned fire-fighting duties.
- For a known fire drill – close doors (and windows if any) upon exit from classroom or office, if a classroom situation, take class roster. Direct students to leave orderly via nearest exit to lower parking area to assemble in group and await further instructions. Leave yourself to assemble in the lower parking area and await further instructions if a fire drill is called. Call names to ensure that all students are present. Ask students to remain in group until further assistance is given. It is important to treat all fire drills as if they were real.

## **EARTH QUAKE**

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### **What to do During an Earthquake (adapted from FEMA)**

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

**If indoors:**

- **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture; and **HOLD ON** until the shaking stops. If there is no a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- **Stay away from glass, windows, outside doors and walls**, and anything that could fall, such as lighting fixtures or furniture.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.
- **Stay inside until the shaking stops and it is safe to go outside.** Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- **DO NOT** use the elevator.

When safe – exit building into open area of back parking lot to await further instructions. If teaching, take roster and ask students to meet you in back area of parking lot. Await further instructions from disaster team.

**If outdoors:**

- Stay there. Seek shelter of your car if you have one.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

**If trapped under debris:**

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

**Other Emergency Situations**

It is impossible to cover all potential emergency situations therefore it is important to understand that disasters can happen naturally by weather, fire, earthquake or other means as well as unnaturally. Being prepared and thinking logically through a situation is important for the best outcome.

**List of emergency telephone contact numbers:**

**Overall emergency – In-house line 7-911 / Cell – 911**

<b>Animal Control:</b>	<u>P.D. Pitchford Companion Animal Village</u> 7700 East Spring Street Long Beach, CA 90815 <b>24 HOUR EMERGENCY SERVICE: 562-570-7387</b>	<b>Police Department:</b>	<u>Signal Hill Police Department</u> 1800 East Hill Street Signal Hill, CA 90755 <b>24 HOUR EMERGENCY NUMBER 911</b> Non-Emergency Number 562-989-7206
<b>Fire Department:</b>	<u>L.A. County Fire Department</u> Signal Hill Station # 60 2300 E. 27 <sup>th</sup> Street Signal Hill, CA 90755 <b>24 HOUR EMERGENCY NUMBER 911</b> Non-Emergency Number 562-989-7371	<b>Battered Woman:</b>	<u>Battered Woman’s Hotline</u> 6615 E. Pacific Coast Highway Long Beach, CA <b>714-891-8121</b>
		<b>Homeless Shelter:</b>	<u>Long Beach Rescue Mission</u> 1335 Pacific Ave Long Beach, CA 90813 <b>(562) 591-5116</b>