

ROBERT MORRIS UNIVERSITY 2011-2012 EMPLOYEE HANDBOOK

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A MESSAGE FROM THE PRESIDENT

Welcome to Robert Morris University. You are now part of an institution that has a proud heritage and tradition of providing quality, applied education in a student-centered collegiate environment. Our distinctive philosophy, structure, and approach set us apart from other institutions of higher education. Our explosive growth in the past decade proves that we provide what students want and employers need.

An important aspect of our students' collegiate experience is the learning environment created by our exceptionally dedicated staff and faculty. Everything we do is based on one consideration: promoting student success through a community that provides structure, guidance, and support. Time and again students return from other institutions because they find that their new schools "weren't like Robert Morris University." Today's students have different goals and expectations than the typical University students of the past; they are more likely to be balancing their education with the demands of work and family. Our dedication to the core competencies of our institution—communication, teamwork, value diversity, commitment to the Mission, and professionalism—ensures that our students experience the dynamic and caring collegiate environment they expect and deserve.

Every position at Robert Morris University plays an important role in fulfilling our Mission. A spirit of cooperation and collaboration exists among our staff and our departments. The University understands the value of every person who works here in helping our students achieve their personal and professional goals. We are committed to creating a working environment in which our staff can build a satisfying and meaningful career.

This handbook was developed to provide a ready resource for our employees regarding the critical and distinctive components of our collegiate culture and operations. I hope that you will use it during a long and rewarding career at Robert Morris University.

Sincerely,

Michael P. Viollt
President

MISSION AND INSTITUTIONAL FOUNDATION



.....
Mission
 Robert Morris University offers professional, career-focused education in a collegiate setting to diverse communities.

.....
Institutional Description & Characteristics

Robert Morris University is an independent, not-for-profit, multi-location institution offering associate, baccalaureate, and graduate degree programs that focus on integrating theory and applications. Robert Morris University prepares students to be practitioners in their chosen fields, socially responsible to their communities, and foundations for their families.

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Core Values
 COMMITTED LEADERSHIP
 SERVING THE COMMUNITY
 CREATING OPPORTUNITY THROUGH EXPERIENTIAL TEACHING

.....
Foundational Elements & Standards

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APPLIED CONTEXT: The University delivers programs that are professional, contextual, and immersed in career disciplines.
COMMITMENT TO TEACHING: The University is committed to remaining a teaching-focused institution.
PRACTICING DIVERSITY: The University encourages and values the contributions of all individuals reflecting a "real world" diversity.
STUDENT CENTERED: The University champions student success by tailoring services and resources to student's individual academic, athletic, artistic, and career goals.
ACCESSIBILITY: The University assists students in overcoming geographical, temporal, cultural, and financial barriers to academic and professional opportunities.
COLLABORATION: The University fosters external engagement, which mutually benefits the University and local communities.

.....
HONOR: To appreciate the individuals who create our shared identity
CHALLENGE: To consider alternatives to one's own practice
GUIDE: To inspire change
DISCOVER: To achieve something unforeseen

.....
Operational Objectives

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 Robert Morris University is dedicated to:
GROWTH: To provide the opportunity for an RMU education to an increasing number of students.
IMPROVEMENT: To continually improve program offerings and the delivery of services.
VIABILITY: To manage scarce resources with efficiency.
ENRICHMENT: To enrich the personal and professional lives of students, faculty, staff, alumni, and the communities we serve.

.....
School of Study & Department Missions

PROFILE OF ROBERT MORRIS UNIVERSITY

The University Today

Robert Morris University is a private, not-for-profit institution that awards the Master's of Business Administration degree, Master's of Information Systems degree, Master's of Management degree, the Bachelor of Business Administration degree, the Bachelor of Applied Science degree, and the Associate in Applied Science degree in a range of fields including business, art and design, technology, culinary arts, and health studies.

The University is a multi-location institution committed to serving a diverse, primarily commuter student body, by providing accessibility through location and schedule. The University's main location is in downtown Chicago with locations in Arlington Heights, Aurora, Bensenville, Elgin, Lake County, Orland Park, Peoria, Schaumburg, and Springfield.

Institutional Heritage

Robert Morris University bears the name of an outstanding American of the Revolutionary War era who has been called "The Financier of the Revolution". Robert Morris helped the movement for freedom by securing the financial assistance – including his own personal resources – for the patriots during the Colonial struggle.

As one of the largest private not-for-profit University in Illinois, Robert Morris University and its predecessor institutions have been providing quality education for over 90 years. Our history began with the founding of the Moser School – an independent business school – in Chicago in 1913. Robert Morris University also has origins in Illinois at the site of the former Carthage University, where it offered associate degrees in both liberal and vocational arts from 1965 to 1974. With the acquisition of the Moser School in 1975, RMU expanded its broad base to include business and allied health programs.

In 1986, the North Central Association of University and Schools accredited Robert Morris University, and the University began offering a full collegiate program of associate and bachelor degrees.

In July 1988, Robert Morris University opened its first branch in Springfield, Illinois. Since then, we've continued to grow, adding six new locations across Illinois. Our ninth location opened in Elgin in 2009.

In May 2009, we changed our name to Robert Morris University Illinois.

Included below are other important institutional achievements.

1913: Moser School is founded.

1965: Robert Morris University is chartered in Carthage.

1975: Robert Morris University comes to Chicago, merging with Moser School.

1988: A location opens in Springfield, Illinois.

1991: Second location opens in Orland Park, Illinois and the University begins to award the Bachelor of Business Administration Degree.

1995: Robert Morris University becomes a member of the National Association of Intercollegiate Athletics (NAIA) and the Chicagoland Collegiate Athletic Conference (CCAC).

1997: Third location opens in Naperville, Illinois.

1998: The Chicago Location moves to 401 South State Street, Athletic Program grows to 20 teams and begins in Springfield, Illinois.

1999: Fourth location opens in Bensenville, Illinois.

2000: The University begins to award the Bachelor of Applied Science Degree in Graphic Design, a fifth location opens in Peoria, Illinois and the University begins to award the Bachelor of Applied Science Degree in Computer Studies.

2001: The Naperville Location relocated to Aurora, Illinois, DuPage Location.

2002: The Orland Park Location introduces the Tech Center, Teaching Fellows appointed.

2003: Sixth location opens in Waukegan, Illinois, the Lake County Location, the DuPage Location introduces the Institute of Culinary Arts and Teaching Institute and Center for Applied Leadership established.

2004: The Chicago Location introduces the Culinary Arts and Surgical Technology Programs.

2005: The Orland Park Location introduces the Institute of Culinary Arts, School of Graduate Studies established, the Women win ACHA Ice Hockey National Championship and the College earns University status.

2006: Nursing Program established, Center for Higher Education Studies (CHES) established, the Graduate School was renamed Morris Graduate School of Management and the First MBA and MIS Degrees awarded.

2007: The University begins offering the Bachelor of Professional Studies Degree, the Women win ACHA Ice Hockey National Championship, CHES renamed Chicago Center for Higher Education Studies (CCHES).

2008: Graduate School location established in Schaumburg, Illinois.

2009: Changed to University in name and ninth location opens in Elgin, Illinois.

2011: Tenth location opens in Arlington Heights, Illinois, RMU open Eyrie Restaurant in Oak Park, Illinois and RMU Football kicks off its inaugural season.

Institutional, Accreditations, Program Accreditation & Approvals

Robert Morris University is approved by the Illinois Board of Higher Education and is authorized to award the:

- Master of Business Administration
- Master of Information Systems
- Master of Management
- Bachelor of Business Administration Degree
- Bachelor of Applied Science Degree in Graphic Design
- Bachelor of Applied Science Degree in Computer Studies
- Bachelor of Professional Studies Degree
- Associate in Applied Science Degree

Robert Morris University is accredited by the Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, (312) 263-0456.

Robert Morris University, through its School of Business Administration, has the following degree programs accredited by the International Assembly for Collegiate Business Education (IACBE): Bachelor of Business Administration Degree with concentrations in Accounting, Management, Health/Fitness Management, Hospitality Management, and Law Office Management.

The Robert Morris University **Medical Assisting** Diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon recommendation of the Medical Assisting Education Review Board of the American Association of Medical Assistants Endowment (AAMAE).

The Robert Morris University **Surgical Technology** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Committee on Education in Surgical Technology (ARC-ST). Commission on Accreditation of Allied Health Programs, 1361 Park Street, Clearwater, Florida 33756, (727) 210-2350.

Robert Morris University Nursing program at Chicago is accredited by the National League for Nursing Accrediting Commission (NLNAC). NLNAC, 3343 Peachtree Road, NE Suite 500, Atlanta, GA 30324, (404) 975-5000.

Robert Morris University is:

- Approved for foreign students by the U.S. Justice Department. The University is authorized under Federal law to enroll non-immigrant alien students.
- Approved for Veteran's Administration educational benefits. Servicepersons and veterans should contact the Associate Registrar for information.
- Approved for Social Security by the Department of Health and Human Services.

- Approved by the Illinois Department of Vocational Rehabilitation Training.
- Approved by the American Bar Association for the Paralegal Program.
- Approved by the Department of Education to offer Title IV Financial Aid funding.
- Approved by the Illinois Student Assistance Commission to award state financial aid.

The University's curriculum may be helpful in preparing students to sit for a number of certifications during or upon completion of the program of study. However, many certifications require additional coursework, work experience, and an exam fee.

Institute of Art & Design:

Graphic Design

ACE Certification

Institute of Culinary Arts:

Sanitation certification -- city and state

National Restaurant Association Educational Foundation (NRAEF) Manage First Certifications:

- Hospitality & Restaurant Management
- Menu Marketing & Management
- Customer Service
- ServSafe Alcohol Responsible Alcohol Service Nutrition

Institute of Technology and Media

Cisco Certified Network Associate (CCNA)

CompTIA A+

CompTIA Network+

CompTIA Linux+

CompTIA Security+

Microsoft Certified Professional (MCP)

Microsoft Certified Application Specialist (MCAS)

Microsoft Certified Systems Administrator (MCSA)

Microsoft Certified Systems Engineer (MCSE) – With work experience.

Interior Design

Students may find the **Interior Space Planning and Design** curriculum helpful in preparing for the National Council for Interior Design Qualification (NCIDQ) exam however; the program is not intended to prepare students for the NCIDQ certification.

The **BPS in Architectural Technology** will not qualify a student to sit for the NCARB (National Council of Architectural Registration Board) exam. Upon completion of the degree students will be eligible for a variety of job opportunities in construction, real estate management as well as entry-level positions in the construction, space planning and architectural industries.

School of Nursing & Health Studies:

Bachelor of Professional Studies: Applied Health Sciences

First Responder

American College of Sports Medicine (ACSM) Certified Personal Trainer or Health/Fitness Instructor

Fitness & Exercise

ARC Sports Safety Training

ARC CPR for the Professional Rescuer

American Council on Exercise (ACE) Personal Trainer

Medical Assisting

ARC CPR for the Professional Rescuer

Registered Medical Assistant certification (RMA) AAMT

Graduates may apply to sit for the Certified Medical Assistant (AAMA) certification

Nursing

IDPH Certified Nursing Assistant

Graduates may apply to sit for the NCLEX-RN for RN licensure

Pharmacy Tech

ARC CPR for the Professional Rescuer

IDFPR Pharmacy Tech registration

Pharmacy Tech certification (CPhT) Pharmacy Technician Certification Board

Surgical Technology

Certified Surgical Technologist certification

Athletics

The University enrolls over 700 students in the following athletic programs and their respective affiliations:

- Men's Teams – baseball, basketball, bowling, cross country, football, golf, ice hockey, sailing, soccer, volleyball
- Women's Teams – basketball, bowling, cheerleading, cross country, dance, figure skating, golf, ice hockey, lacrosse, rowing, sailing, soccer, softball, swimming & diving, tennis, track and volleyball

NATIONAL ASSOCIATIONS:

American Collegiate Hockey Association (ACHA)

National Association of Intercollegiate Athletics (NAIA)

Universal Cheerleaders Association (UCA)

Universal Dance Association (UDA)

United States Bowling Congress (USBC)

United States Collegiate Athletic Association (USCAA)

Women's Collegiate Lacrosse League (WCLL)

ATHLETIC CONFERENCE AFFILIATIONS:

Central Collegiate Women's Hockey League
Central States Collegiate Hockey League
Chicagoland Collegiate Athletic Conference (CCAC)
Mid-American Collegiate Hockey Association
Great Lakes Intercollegiate Hockey Association
Midwest Collegiate Hockey League (Men's Hockey-White)
Women's Collegiate Lacrosse League

APPLIED EDUCATION PHILOSOPHY STATEMENT

The Robert Morris University applied education model incorporates an approach to learning that recognizes the importance of experience and emphasizes both the application and generation of knowledge. Learners interpret experience in light of theory and concepts already learned; in this way, experience creates new understanding. Through this contextual learning process, students use thinking processes such as integration, synthesis, and application that expand their intellectual capacity, social understanding, technological mastery, and cultural awareness.

Varied educational practices complement and reinforce the application of learning in different settings. Individually and in collaboration, students engage in *reflective transfer*: analyzing problems, assessing and recommending potential solutions, and recognizing the impact of these solutions. Students are presented with these opportunities through class projects, internships, community service, study abroad programs, capstone courses, executive-in-residence and artist-in-residence programs, and job shadowing. Theory and practice interact through these applied activities, one renewing the other. *Knowledge-in-action*—an individual's set of skills and information used in his or her daily life—is also developed in an effort to prepare them for the unscripted problems of a dynamic and complex world.

Practitioner-faculty foster intellectual exploration and invention and learning strategies that integrate tacit and explicit knowledge. Using their academic foundation and their professional expertise to incorporate the practical application of theories and principles, our practitioner-faculty create a challenging, stimulating, and student-centered learning environment. Students see how experts identify and solve practical problems. Through such interactions, faculty become more than dispensers of information; they are role models, mentors, and guides for continuous, life-long learning.

The Robert Morris University model of applied education prepares students to function in a world of constant transformation. Faculty take into account the latest trends and innovations, providing curricula that give students an opportunity to begin a productive career at the very earliest stages of their education. The value of applied education lies in providing the necessary foundation for success in an ever-changing environment: the promotion of life-long learning, the evolution of knowledge, and self-actualization.

challenging work environments with a curriculum that is structured to allow students to apply what they learn and create leaders in business functions including accounting, economics, finance, information systems, management, and marketing. The program offers concentrations in Accounting, Human Resources, Management, Accounting/Finance, Management/Finance, and Management/Human Resources. The MIS program teaches students to apply their knowledge of technology and skills in problem solving to meet business challenges and anticipate future needs

The School of Business Administration

The School of Business Administration provides a wide variety of programs designed to fully prepare our diverse student body for entry into the workforce, career advancement, and/or the pursuit of graduate level education. The BBA offers a broad based curriculum with strong applied business components. In addition to the business concepts learned in the curriculum, the business division strives to promote the values of personal integrity, professional demeanor, and a spirit of cooperation in all of its activities and operations.

The School of Health Studies

The School of Health Studies offers programs that prepare students to become members of a health care team. The Medical Assisting program allows students to sit for the Certified Medical Assistant (CMA) or Registered Medical Assistants (RMA) certifications. The Surgical Technology program is designed to prepare students to become allied health care professionals who work closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel delivering patient care and assuming appropriate responsibilities before, during and after surgery in the contemporary high-tech operating room. The Nursing Program teaches students the personal and technical skills needed to face the challenges of today's health care environment. Duties focus around the treatment, education, and emotional support of patients, their families, and the general public. The Pharmacy Technology Program prepares students in the techniques, terminology and legal issues of the field.

The Institute of Art & Design

The Institute of Art & Design offers students a broad-based general education and specific design training in preparation for entering the professional design fields. Students will be effective visual communicators, problem solvers and presenters of information for a variety of media, digital and industry-based formats. Students may pursue an Associate in Applied Science Degree in Graphic Arts or a Bachelor of Applied Science Degree (BAS) with a concentration in Graphic Arts.

The Institute of Culinary Arts

The Institute of Culinary Arts prepares students to provide professional chef and related cooking services in restaurants and other commercial food venues; the coursework places emphasis on mastery of culinary skills and basic managerial concepts applicable to food service establishments. The program will also enable students to integrate and apply the theories and principle of culinary arts and those of hospitality management to a dynamic foodservice operation. The Institute of Culinary Arts offers an Associate in Applied Science Degree in Culinary Arts, a Bachelor of Business Administration Degree with a concentration in Hospitality Management, and a Bachelor of Professional Studies Degree in Advanced Culinary Arts at the Chicago, DuPage and Orland Park locations. Students also have the opportunity to pursue a Baking and Pastry Certificate.

Institute of Technology and Media

The School of Computer Studies is designed to provide an applied, career-oriented computer education. Its goal is two-fold: to graduate students who possess sound interpersonal and technological skills who are capable of analyzing, designing and executing all types of high technology systems in different settings and to strive to implement visionary ideas, innovative curricula and progressive technology.

College of Liberal Arts

The College of Liberal Arts provides students with a structured program in general education. The core curriculum includes courses from the major areas of traditional collegiate study—the humanities and literature, social science, natural science, analytical reasoning including mathematics, and communication. University-wide initiatives in writing, critical thinking, and oral communications reinforce the basic goal of general education in all areas of the curriculum. In this way general education and professional education work together to prepare students to compete effectively in a workplace increasingly characterized by rapid change.

COMMUNITY EDUCATION

Robert Morris University is committed to extending educational opportunities to our students and the community. In fulfilling this goal, Robert Morris University offers several student support programs to our students as well as to grade school and high school students.

Federal TRIO Programs

Upward Bound

Upward Bound is a cooperative partnership with Chicago Public high schools. The goal of the program is to help low-income, potential first-generation University students graduate from high school and successfully enter University. Students participate in a number of activities including tutoring, enrichment activities, cultural outings, University and university visits, leadership training, as well as an intensive six-week summer program.

Educational Talent Search

The Educational Talent Search program provides services to students in middle school through University re-entrance as well as high school dropouts seeking a GED. Students participate in a number of activities and services including tutoring, mentoring, advising, academic enrichment, University preparation, financial aid awareness, and cultural events.

Student Support Services

Student Support Services is a federal TRIO grant that assists Robert Morris University students who meet low-income standards, are first-generation University students, and/or have a documented disability. The objectives of the program include providing a support network in an effort to improve the retention and interaction of the students. The grant provides tutoring, personal counseling, participation in cultural events, and peer mentors. Students are accepted into the grant program through an application and referral process.

Study Abroad Program

Robert Morris University offers students the opportunity to study abroad for academic credit. Study abroad opportunities are available in Florence, Italy, Hamburg, Germany, London, England, Paris, France, and Rome, Italy. Additional information can be found at <http://www.robertmorris.edu/studyabroad/>.

INSTITUTIONAL ROLES

President's Council

The President's Council consists of the President, Senior Vice Presidents, and Provost of the University and acts as the University's highest level administrative decision-making body. The Council works with the President to recommend policy to the Board of Trustees. The Council is also responsible for all operations at the University.

Executive Committees

The Executive Committees, consisting of specific managers of the institution and outside advisors or consultants as needed, act in an advisory capacity to the President. The Committees offer insight, analysis, evaluation, and recommendations to be considered by the President's Council. Of primary consideration is the University's Long-Range and related strategic issues. Standing Executive Committees are in place with ad hoc committees appointed when specific needs arise. Members of the Committees also provide senior-level leadership for the institution and are responsible for directing the activities of the Senior Managers.

Management Positions

The **Provost** is responsible for all new and existing academic programs; curriculum and faculty at all locations, ensuring that student academic outcomes are met and functions including career services, information systems, scheduling and student information.

The **Senior Vice President for Adult and Graduate Enrollment** is responsible for the recruitment process for adult and graduate students.

The **Senior Vice President for Enrollment Management** is responsible for the recruitment of students and oversees all steps of the undergraduate admissions including high school relations and out of state students.

The **Senior Vice President for Resource Administration** is responsible for the administrative functions of the University, including athletics, auxiliary services, student services, financial aid, human resources, and student affairs.

Vice Presidents

The Vice President's key responsibility areas are depicted in the table below.

Vice President	Key Responsibility
Academic Administration	Student Advising, Scheduling
Brand and Image	RMU Brand and Image, Design of Internal Space
Business Affairs	Accounting, Auxiliary Services, Insurance, Investments, Operations, Purchasing
External Affairs	Agency Relations—Operating/Degree Authority, Institutional and Specialized Accreditation

Extra Curricular/Athletics	Performing Arts and Athletics Programs
Financial Services	Financial Aid Process
Human Resources	Benefits, Employee Relations, Organizational Development, Recruitment & Selection, Training & Development
Information Systems	Technology and Information Systems
Marketing	Advertising, Communications, Electronic Recruitment
Student Affairs	Student Experience, Student Center

Deans-Academic

The Dean's primary responsibility is to provide direction of and ensure growth his or her respective school or division. They ensure that student outcomes and institutional goals are met. The Dean provides direction for curriculum planning and development, institutional change, budget, and the cultivation of an academic community. The Deans hire, supervise, and evaluate faculty in their division. This is an institutional position; therefore, the Dean oversees the activities of the school or division at all locations.

Deans-Enrollment

The Dean is responsible for the development and implementation of strategies to achieve optimum enrollment of his or her respective area. They ensure goals are achieved from prospect to enrollment by working with internal and external constituencies. The Deans hire, supervise, and evaluate the enrollment staff in their department.

Director of Education

The Director of Education is responsible for academic administration, scheduling, faculty, student records, career foundations and services, and mediating student academic and policy issues with the direction of the Vice President of Student Affairs.

Directors of Administration

The Directors of Administration supervise operational areas including: Financial Aid, Graduate School, Bookstore, Information Systems, Human Resources and Operations and ensure that facilities and services are maintained and running effectively and efficiently.

Directors of Admissions

The Director of Admission oversees the admissions counselors and the enrollment process at a branch. They coordinate and monitor the admissions budget, plan and implement marketing strategies, and are responsible for hiring, training, and supervising the admissions team.

Senior Managers

The Senior Managers committee is charged with implementing the University's policies as designated by the President's Council. Senior Managers hold institution-wide staff responsibility or location specific functional responsibility.

Council Structure

The **Academic Council** of the institution works to serve our mission through a collaborative effort of faculty and administration. Faculty are involved in institutional governance and operations through the Council and its subcommittees. The Council oversees curriculum development and evaluation; ensures academic standards and student outcomes are met; and evaluates academic policies and procedures.

The **Graduate Council** considers academic matters of importance to Morris Graduate School of Management. Through a collaborative effort of faculty and administration the Graduate Council oversees curriculum development and evaluation of MGSM; ensures academic standards and student outcomes are met in the graduate school; and recommends academic policies and procedures to the President's Council or Academic Council as appropriate.

The **Council of Curriculum Chairs**, under the leadership of the Associate Dean for the Teaching Institute, is comprised of Curriculum Chairs from each respective academic discipline. The committee discusses, evaluates, and assesses student academic and program outcomes, rigor of curricula and academic programs, role of theory and application, and faculty development.

The **Deans Committee** consists of Academic Deans. The role of the Deans' committee is to provide leadership to and oversee the management of the academic divisions, as well as develop programs that will capture new student markets.

Faculty Positions

Curriculum Chairs are responsible for developing curriculum for a discipline-specific program, providing leadership to the discipline through the development and implementation of applied curriculum initiatives that reflect discipline specific advancements. Chairs routinely observe faculty in the classroom and oversee the assessment process for evaluating student learning outcomes and program objectives.

Faculty facilitate a learning environment so that students can meet the objectives of their program and their courses. This entails incorporating the University's initiatives into the class, engaging in outcomes assessment, maintaining office hours and accurate grade records, meeting institutional deadlines, and continually expanding expertise in their discipline. It is also expected that faculty actively participate in the curriculum development, assessment of student outcomes, are involved in additional committee work, and support and enforce all University policies.

STAFF EMPLOYMENT INFORMATION

Job Descriptions

Job descriptions outline a summary of the role, job status, classification, reporting relationship, role responsibilities, and performance results. Employees are expected to be familiar with the job description associated with their position. Job descriptions may change at any given time as a result of institutional or departmental growth or re-structuring.

Employee Status

Under the federal Fair Labor Standards Act (FLSA), all positions are classified as either exempt or non-exempt according to criteria set forth by the U.S. Department of Labor. The Department of Labor Wage and Hour Division Regulations require that an employee be paid on a salaried basis and perform certain duties in order to be classified as an exempt employee. Executives, professionals, administrative, computer, and outside sales employees are among those classified as exempt from federal overtime requirements. Non-exempt employees occupy positions that do not meet the Fair Labor Standards Act exemption tests and are paid a multiple of their hourly wage for overtime.

FACULTY EMPLOYMENT INFORMATION

Faculty Schedules

Standard Teaching Schedule

Full-time faculty have both day and evening responsibilities. The traditional teaching schedule includes three quarters with four courses and one reduced quarter of three courses, for a total of 15 courses per year.

Additional Course Assignments

Faculty may be asked to teach additional courses. Faculty can choose to accept this additional responsibility on a voluntary basis and will be paid additional compensation.

Reduced Teaching Schedule

Faculty may teach less than the traditional teaching schedule because of additional responsibilities, assignments, or professional development. To support and enhance our applied educational culture and the development of our faculty, the University encourages faculty to engage in on-going professional development. Pursuing advanced or additional degrees, participating in practitioner experiences, or engaging in research may require faculty to pursue these interests in an intense time frame. Faculty interested in a schedule that accommodates time for professional development should submit the *Request for Course Load Reduction Form* to his/her respective Dean. Approval is contingent upon the needs of the University and the respective department and is for one year only. With this option, faculty have the choice to teach 15 courses over three or five quarters.

Faculty Education Leave of Absence

Full-time faculty interested in a temporary educational leave of absence for educational or professional purposes must submit a written request to the respective Dean and/or Director of Education for the approval. Approval is contingent upon the needs of the University and the respective department in which the employee works.

Discretionary Time Off for Part-Time Faculty

Part-time faculty are eligible for one day of paid leave per fiscal year upon the third consecutive quarter of part-time teaching. Discretionary time may be taken for personal illness or unexpected personal matters. Part-time faculty are responsible for notifying his/her supervisor of a planned or unplanned absence as soon as possible. Unused discretionary time will not be reimbursed in the event of resignation or termination.

Faculty Office Hours

The Faculty Office Hours requirements recognize faculty service to the academic program which may take place off site. The on-site hours provide for quality student service and support the University mission in building a collegial environment. Full-time faculty are expected to be available on site for 26 hours per week, including their classroom hours which may vary depending on delivery model. Faculty should plan their on-site hours in accordance with the following guidelines:

1. Classes are conducted Monday through Saturday. Faculty schedules are determined based on class needs.
2. Faculty typically have an on-site schedule of four-days per week; off days vary depending on class needs. Departmental coverage may require faculty to work a fifth day. Faculty receiving overload compensation for teaching courses additional to their contracts may be expected to work additional days in excess of four per week and/or 26 hours.
3. Faculty must include no less than two office hours and no more than six office hours (in addition to class time) for any given day. Faculty are expected to provide academic assistance to students outside of the classroom via the Lopata Resource Center, individual meetings, tutoring and/or workshops.
4. Faculty must distribute their schedules to their students and submit their plans to their respective Academic Dean and/or Director of Education for posting before the quarter begins.
5. Quarterly curriculum meetings are a requirement of the faculty contract and are in addition to these hours.
6. Travel between locations for faculty teaching at more than one site per day does not count toward office hours requirements.
7. Reduction of faculty course loads for either University sponsored activities or the fourth quarter of the agreement, still must maintain the expected on-site hour requirement per week to use for off-quarter preparation or applicable project work.

Part-time faculty are encouraged to plan office hours when they will be available to students without an appointment. Alternative methods of contacting the instructor (e.g. e-mail, phone, fax numbers) must be provided to the students.

Class Time Expectations

Faculty should conduct class for the entire class period and must hold class during finals week. Take home finals in lieu of meeting week 10 are not permitted.

Missing Class

Faculty must notify the Dean or Director of Education if they are unable to teach their class or come to work. Lesson plans must be communicated to the Dean or Director of Education.

RESPONSIBILITIES AND EXPECTATIONS OF FACULTY

Interaction with Students

In addition to providing effective instruction during class time, faculty ensure student success through a high degree of interaction with their students by:

- **Implementing a responsible individual attendance policy.** Faculty are encouraged to have an individual attendance policy. The Dean or Director of Education can provide guidance on the development of this policy.
- **Informing students of their academic progress.** Midterm grades should be reported to both the students and their respective Student Advisor. When submitting final grades, faculty must provide documentation for failing grades. Faculty should keep students apprised of their academic progress throughout the quarter.
- **Providing students with various ways of contacting them.** Faculty are expected to provide students with a means to contact them via individual meetings, e-mail, phone, and/or fax. Prompt response to students' calls or emails is expected.
- **Providing tutoring and assistance to students.** Full-time faculty are expected to provide support to students through office hours via individual meetings, workshops, and the Lopata Resource Center and Learning Commons where they provide tutoring for any student who may visit the Center.

Participation in RMU Academic Life

- Curriculum committees meet quarterly to engage in curriculum development, program assessment, and faculty development. Full-time faculty are expected to attend and part-time faculty are encouraged to attend.
- Each academic school/division holds regular meetings during which issues specific to that division are discussed. Topics may include long-range planning, new policies, and other administrative matters.
- Faculty can also participate in the academic life of the University through membership on institutional committees. Interested faculty should contact their Dean for these opportunities.
- New student orientations are held every quarter. Orientation allows students to explore and embrace our many learning environments. It is a comprehensive program introducing students to academic, personal, social and career resources that are available to them. The program also includes the registration process, academic advising, financial aid, and career services. Faculty will be asked to assist in orientations.

Committee Work

All faculty members serve on a committee that oversees the curriculum in which they teach. Under the direction of the Curriculum Chair, each committee proposes new courses, revises and approves syllabi and course descriptions, engages in professional or institutional assessment, participates in the development of new programs, and shares ideas for successful teaching. Other standing committees include the Library Committee, Publications Committee, Institutional Effectiveness Committee, Admissions Review Board, and Athletic Advisory Board.

Beginning of Quarter Procedures

During Weeks One and Two of the quarter, the Student Advisor will contact all students to sign their official schedules in order to verify enrollment in classes. Any student who has not confirmed their enrollment by the end of Week Two of the quarter will be withdrawn from the University. Faculty may be asked to assist the Student Advisors to obtain their students' signatures.

Class Lists Procedure

Class lists are available on-line by the Monday of Week One. Faculty must verify the accuracy of the class list by the Friday of Week Two.

Submitting Midterm Grades

Midterm grades are submitted online by Friday of Week Five. Instructions for submitting on-line grades will be communicated to faculty each quarter. The Directors of Education can answer any questions about grades on-line. Faculty should also provide midterm progress reports to the students individually to maintain privacy.

Advisories

Throughout the quarter Student Advisors meet with students in advisory sessions in order to address student issues, and keep them informed of University policies, procedures, events, and opportunities. Day advisories meet frequently throughout the quarter. Evening advisory sessions meet during class time twice a quarter. The Student Advisors will notify faculty if their classes will be interrupted. It is mandatory for all students to attend these sessions. Faculty should be flexible in accommodating these essential meetings.

Student Withdrawals During the Quarter

Once a student has been confirmed as correctly registered for a class, he/she will not be dropped from that class unless he/she initiates the process. Students should contact their Student Advisor to take this step. Faculty should not expect or ask Student Advisors to automatically withdraw students for missing classes. Faculty are expected to inform Student Advisors of students with excessive absences so that they can intervene in an effort to assist the student for academic success. No student who has followed the correct steps in dropping a class will appear on the on-line grade entry roster for that class.

End of the Quarter Procedures

At the end of the quarter, each faculty member submits final grades on-line. If a student's name is missing from the on-line grade entry roster, faculty should contact the Student Advisor, or Director of Education. All students must receive a grade. Instructions for submitting on-line grades will be communicated to faculty each quarter. The Directors of Education can answer any questions about grades on-line.

Instructor/Course Evaluations

Course evaluations provide an opportunity for faculty to receive feedback from students on teaching performance, course content, and the learning environment. Course evaluations should be completed every quarter between weeks seven and ten. Evaluations can be obtained from the academic administrative support staff.

Student Conduct

Faculty are responsible for ensuring that students understand and follow all University policies and procedures. Faculty must communicate the expectation that they will adhere to policies regarding academic honesty and professional conduct.

Family Education Rights and Privacy Act (FERPA)

According to the Family Education Rights and Privacy Act of 1974 (FERPA), the privacy of a student's educational record is protected by law. This act provides the student the right to limit the disclosure of information from their educational records. Each grade and grade point average earned at Robert Morris University is protected by FERPA. This information cannot be released to a third party without the written consent of the student filed in the Office of Student Information. Compliance with federal law dictates that employees:

- Never post grades.
- Do not communicate grades to students in a manner that is public.
- Do not discuss individual student's grades in a public place.
- Never release specific academic information without a signed release.

If you have any questions regarding FERPA compliance, please contact Student Information.

Harassment in Higher Education

Title IX of the Education Amendments of 1972 and the 1980 EEOC Amendment to Title VII state that sexual harassment may include any unwelcome sexual advances or requests for sexual favors made by a higher education representative to a student, or any conduct of a sexual nature exhibited by a higher education representative toward a student, when such conduct has the purpose of interfering with the student's educational performance or creating an intimidating, hostile, or offensive educational environment. Sexual harassment also includes unsolicited, deliberate, or repeated sexually explicit derogatory statements, gestures, or physical contacts that are objectionable to the recipient and that cause discomfort or humiliation, when such conduct is perpetrated by students upon University employees or other students.

In order to ensure the rights of our students in compliance with federal law we ask that you observe the following:

1. You should report any complaints of harassment to the Office of Student Affairs or the Office of Human Resources immediately.
2. Do not meet one-on-one with a student behind closed doors. If possible, have another employee serve as a witness to the conversation.
3. Any discussion or conversation related to a harassment complaint should be kept confidential.

If you have any questions regarding compliance, please contact the Office of Human Resources or Office of Student Affairs.

Academic Council Statement of Position on Human Resource Policy No. 8.10: Use of Property, Resources and Computer Systems, and Student Handbook Computer Resource Policy

The general membership of the Academic Council supports a computer use policy that:

1. Does not seek to regulate the content of computer speech except for that content which fits First Amendment exceptions for contest-based regulation such as the exception for obscenities or true threats.
2. Indicates that RMU policies that apply to discrimination, harassment, creating a hostile work environment, and copyrighted materials also apply to the usage of computer networks and equipment.
3. Focuses on the underlying concepts of academic freedom, compliance with federal and state laws, and standards of courteous behavior and etiquette.
4. Emphasizes that the computer network is part of the RMU infrastructure with the purpose of supporting the University's teaching mission. When any use of the system violates federal law, state law, or University policy, and presents a security risk, or degrades system performance, the network administrator may suspend or terminate usage and notify appropriate University officials or legal authorities.
5. Indicates that bandwidth and Internet connectivity is a shared and finite resource, and users must make reasonable efforts to use the computer network in ways that do not degrade the system and negatively affect others.
6. States that if computer usage at any location causes a conflict with fulfilling the institution's mission, administration reserves the right to establish guidelines to redirect or restrict computer resources to mission critical applications.

7. Explicitly states that the needs directly relating to the University's teaching mission should have first claim to limited computer resources.

PERFORMANCE APPRAISAL PROGRAM

The viability of the institution is inextricably tied to performance outcomes that support the mission and goals of the University. Thus, the evaluation of employee performance is critical to the growth, improvement, and viability of the University and our students. The performance assessment process evaluates the extent to which employees demonstrate institutional and role-specific competencies, as well as achieve the performance criteria associated with the responsibilities of the role, departmental priorities, and institutional goals.

Employee Self-Review

A critical component of the performance appraisal process is the employee self-review. Employees are encouraged to submit a self-review to their supervisor prior to their review date so the supervisor(s) have the opportunity to consider the self-review as part of the performance appraisal process. The self review should discuss the employee's accomplishments and the performance outcomes in light of the performance expectations and criteria as well as professional development goals.

Performance Appraisal Process

In July and January, all staff employees will receive a review in four performance areas which encompass individual, departmental and institutional criteria. All four areas will determine the overall performance evaluation outcome. Employees are eligible to receive an annual performance reward based on the rating of their July performance evaluation. Performance rewards and merit bonuses are determined annually by the Board of Trustees and are based upon the institution's performance the previous fiscal year. Performance rewards will be a percentage of the previous year's annual salary. Faculty employees will be reviewed annually.

Performance Reward Structure for 2011-2012

Performance Evaluation	Performance Reward Structure for 2011-2012
Exceeds Expectations: Consistently exceeds expectations for the role, sets a high standard of performance for his/her team members, and pushes the boundaries of the role.	2%
High Meets Expectations: Meets or exceeds in all performance requirements and exhibits performance and behavior beyond established guidelines. Meets Expectations: Meets all performance requirements for the job; may meet a high standard of performance for some areas.	2%
Below Expectations: Does not meet performance requirements for one or more areas of the job.	0%

Pay Schedule

Paychecks are distributed semi-monthly on the 13th and 28th of every month. Full-time faculty may elect to receive their salary over the course of their ten-month contract or choose to spread it over 12 months. Direct deposit is available for all employees.

The Robert Morris University Incentive Program

Each year, the Board of Trustees reviews the University's previous fiscal year's performance. The University participates in the Incentive Program when institutional goals and objectives are met. This is an institutional based program that is usually awarded in the fall. The Board awards each eligible employee a merit incentive. Eligible employees must be employed for the entire fiscal year and be on-staff at the time of distribution in order to receive the merit incentive. The amount of the incentive is determined by the individual's performance evaluation.

TRAINING AND DEVELOPMENT

Orientation Programs

The Office of Human Resources and the Teaching Institute sponsor a comprehensive orientation program for new employees. All new employees are strongly encouraged to participate in the orientation programs.

New Employee Orientation

This session provides a brief overview of the University's mission, goals, and history. Participants complete the required paperwork and discuss applicable benefit plans as well as employment information, policies and procedures. All full-time employees are required to attend this session, which is held every Monday from 10:00 a.m. – 1:00 p.m. Part-time employees should contact the Office of Human Resources to schedule an appointment prior to their first day of employment.

Faculty Foundations Program

All full-time and part-time Robert Morris University Faculty are required to attend the Faculty Orientation Program, which is typically held prior to the start of the quarter during Week Eight and Week Ten. New faculty will be oriented to the University's mission, operating principles, applied education philosophy, academic policies and procedures, faculty and student support services, communication and technology, and classroom management. The program is hosted by the Teaching Institute and presented in partnership with the Office of Human Resources. Please note that this session is separate from New Employee Orientation.

EDU 311

This six-session series provides an instructional foundation for classroom success for full-time and part-time faculty who are new to RMU.

Chicago Center for Higher Education Studies (CCHES)

Robert Morris University believes its faculty and staff are its most important resource. Their development is crucial to the continued success of the institution. To ensure maximum opportunities for personal growth, the Chicago Center for Higher Education Studies offers programs based on the needs of the University. Some of programs include Leadership Academy, Leading with Confidence and Influence, Management Institute, and Teaching Institute Fellows.

Teaching Institute

Teaching Institute

The Teaching Institute advances applied teaching and learning through recognition, integration, and enrichment of the diverse contributions of all faculty. The Teaching Institute facilitates interdisciplinary dialogues that support innovative teaching methods designed to expand the intellectual, social, and technological capabilities of RMU students. The Teaching Institute provides a forum for collaboration across disciplines and locations to promote classroom success for students and faculty.

Professional Development

Robert Morris University is dedicated to the personal and professional development of its employees. The University provides support for professional development through professional organizational memberships, certifications, workshops and conferences, as well as the Tuition Assistance and Tuition Waiver programs. Employees seeking professional development support can refer to the Human Resources Policy Guide or contact the Office of Human Resources.

ASSESSMENT PROGRAM FOR ROBERT MORRIS UNIVERSITY

Robert Morris University views assessment as an integral element in assuring that its graduates from the respective academic units function as responsible, productive members of an ever-changing world; therefore, the assessment program is designed to evaluate the University's programs and services in assisting students' movement toward outcomes that flow from the institution's mission and to provide a basis for continuous quality improvement.

To those ends, the Robert Morris University assessment process is comprised of two domains – assessment of student academic achievement and assessment of institutional effectiveness.

The assessment of student academic achievement documents the growth and achievement of students in relation to defined competencies in their major field and in general education as defined by program objectives. All students must demonstrate academic achievement in the domains of communications, problem-solving, critical thinking, professional knowledge and behaviors including ethical reasoning. Assessment of student academic achievement is the responsibility of the faculty of each academic unit directed by the respective Dean.

The faculty curriculum committees set the criteria and rubrics for delineating levels of achievement. Direct measures of student academic achievement are gathered through various means. Faculty members are the best evaluators of student academic achievement; individual instructors evaluate student outcomes of course objectives throughout their courses. Through faculty's evaluation of these artifacts and group

consensus, student achievement strengths and concerns are identified along with an “action plan” response. This provides a focal point for curriculum committee dialogue and planning, including budget requests. The student academic achievement assessment reports from each of the academic units of the University are summarized and presented to the President’s Council and then the Board of Trustees each year.

The evaluation of institutional effectiveness measures indicators that relate to the student services and operations of the University as well as indirect measures of academic achievement. A major component of the evaluation of institutional effectiveness is a library of major indicators developed by all managers of Robert Morris University. These indicators are evaluated under the major headings of the three components of the University’s mission: collegiate institution, applied programs and underserved communities. A committee comprised of faculty and staff analyzes the collected data and makes recommendations based on the findings for considerations by the Academic Council and the President’s Council. A written report of the findings for the previous year is presented to the President’s Council and Board of Trustees each year.

EMPLOYEE SUPPORT

E-mail - Employees are assigned an e-mail account, which can be accessed through the University’s website at www.robertmorris.edu. E-mail is to be used for University-related business and is to be checked on a daily basis. If you have a problem with your email account, please contact the Help Desk.

Inter-Office Mail - Mail can be sent via inter-office mail to any Robert Morris University employee. These envelopes can be obtained and mailed from the mailroom.

Fax Machines - Fax machines are available at every location.

Technological Support - The Information Systems Department provides technical support to employees. Technicians are available to assist with technical problems and can be contacted through the help desk.

Technology in the Classroom - Most of the classrooms are equipped with audio-visual equipment, a PC, Internet connection, and a camera for recording students or yourself. Training and assistance is available through the Information Systems Department.

Library

Faculty are encouraged to request tours and bibliographic instruction for their students and notify library staff of class assignments that require use of library resources. A Robert Morris University ID is required in order to check out materials from the library. Interlibrary and interlocation loan is available.

The Library has online databases available for research, which can be accessed from any Internet computer. Databases include: Lexis-Nexis, Westlaw, GaleNet, and The Wall Street Journal to name a few. Access is available at: <http://www.robertmorris.edu/library/databases>. Please consult a librarian for database usernames and passwords. Librarians are also available to provide database instruction for classes.

Copy Center—Chicago - All employees should use the Copy Center for large copy requests. Employees must complete and attach a *Copy Center Request Form* to all copy projects. Requests should be submitted

four hours prior to the time needed. The Copy Center is staffed Monday through Friday from 7:00 a.m. to 7:00 p.m. Copy machines are also available on the second, third, and eighth floors.

Copy Services—Branches - Branches are all equipped with large volume copy machines for faculty needs.

Voice Mail - All employees at the Chicago location have voice mail boxes available for their use. All part-time faculty in Chicago have the same phone number: 312-935-6230. Personal voice mail box numbers accessed from the 312-935-6230 number are assigned upon hire.

Lunch Room - Each location is equipped with an employee area. We encourage all employees to use these areas rather than eating at their desks.

Special Accommodations for Employees with Disabilities

Robert Morris University is committed to providing equal opportunities in all terms and conditions of employment to our employees, regardless of disabilities. In compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University is prepared to provide reasonable accommodations to employees with disabilities. The request for special accommodations must be supported with appropriate documentation of the disability. Accommodations will be made on an individual basis. An employee seeking an accommodation should contact the Office of Human Resources.

STUDENT SUPPORT

Lopata Resource Center

The mission of the Lopata Resource Center (LRC) is to provide student-centered services that support the development of skills, strategies, and behaviors that help students become more confident, independent, and active learners. Through the collaboration of faculty, staff, and administrators, we work together to address the learning needs, academic performance, and retention of students.

The LRC is a resource for all Robert Morris University students and participants in our special programs (University Excel, etc.). Students receive assistance from faculty, who provide academic support to students who visit the Center. The LRC (Chicago) is open Monday through Saturday and can be reached at (312) 935-4855 or by e-mail at lrc@robertmorris.edu.

Academic resource centers are located at all branches and provide students with academic assistance and support. For information on hours of operation, contact the respective location.

Tutoring

The LRC provides one-on-one faculty and staff interaction, as well as group-supplemental instruction workshops. Tutoring is offered on a drop-in basis from Monday to Saturday.

Testing

The LRC provides make-up testing as a resource/service to faculty and students. Make-up testing gives students an opportunity to make up a test or quiz when a faculty member is unavailable. If instructors have a written make-up policy for tests and/or quizzes, it is their prerogative to have the test administered by the LRC. Tests and quizzes may be made up during the official “make-up time” (designated by each location). A proctor or LRC staff member administers the tests.

Special Speakers/Seminars

The LRC offers a variety of enrichment activities such as special discipline-related workshops (i.e., “How to Solve Math Word Problems, “Creative Writing”, etc.) or guest speakers on special topics that relate to academic majors (i.e., “ADA Compliance as it Relates to the Medical Field”).

Student Success Workshops

The LRC provides Student Success Workshops throughout the quarter on topics such as basic computer skills, using the Microsoft Office Suite, general study skills, note taking, and test taking. These workshops are short and interactive and provide students the opportunity to take their skills to the next level or brush up on basic skills they already have.

Classroom Presentations/Workshops

The LRC offers faculty the opportunity to have classroom visits/presentations. The LRC visits classes at the beginning of each quarter and provides presentations on such topics as study skills, and time management, upon request. All requests are made through the Director of the Lopata Center.

Extra Credit Opportunities

The LRC offers students the opportunity to earn extra credit in their classes for attending a tutoring session. Students should have the extra-credit voucher form stamped by the front reception desk of the LRC and submit it to their instructor. Extra credit points or the amount of points is granted at the discretion of each instructor.

Handouts, Supplemental Software, & Textbooks

The LRC offers several handouts on study techniques, note taking, test taking, and writing. The LRC also has computer resources available for tutoring and student use. Some of the computers contain special software for tutoring purposes. In addition, the LRC provides textbooks and other text resources available to assist students and/or faculty members in the tutoring process.

Personal Counseling Services

Personal counseling services are available to all RMU students. Students can receive up to five free counseling sessions, after which a sliding scale fee will be determined based on student income. Students can make on-site appointments with a licensed mental health clinician and all counseling sessions are confidential. Students can request an appointment by filling out a referral form and dropping it off at the Lopata Resource Center (Suite 200) or in one of the personal counseling drop boxes located in the faculty areas on the second, third, and eighth floors or by submitting it to the reception desk at their respective branch. Students may also phone in a referral via the Lopata Resource Center at (312) 935-4851.

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