



MGH INSTITUTE OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital

FACULTY ADVISING MANUAL

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Special Thanks to Advising Faculty, Staff, Administrator Taskforce 2017-2018

FACULTY ADVISING MANUAL

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INTRODUCTION

Faculty advisors play an important role in assuring the success and satisfaction of students as they engage in academic and clinical education activities throughout their program of study. All students bring unique strengths to their program, the Institute, and their profession that can be enhanced and fostered through appropriate, personalized, and intentional advising. Good faculty advising can help students bridge the gaps between personal, academic, and career requirements. Advisors are invited to share their experiences and their knowledge to foster a strong professional foundation for their advisees.

This Manual provides:

- a shared philosophy of advising
- standard responsibilities of faculty advisors
- information and resources to improve faculty advising

Upon matriculation, students are assigned a faculty advisor who serves as the primary faculty contact throughout their program of study. Advisors have the critical role to assist in the coordination of student growth and academic progress, and provide referrals related to academic and professional development. As part of the Institute community, advisors adhere to our Core Values, in partnership with students to create a safe, welcoming educational environment that prepares them for leadership in health professions.

Programs may stipulate other advisor roles that serve specific purposes, depending on the nature of the program. See Appendix A.

The National Academic Advising Association (NACADA) provides excellent references for further exploration of advising concepts (www.nacada.ksu.org).

PHILOSOPHY OF ADVISING

Faculty advising is central to the delivery of services to students. The Institute believes that effective advising involves both proactive and developmental components.

Proactive advising (also known as *Intrusive Advising*) assists in building relationships with students by anticipating their needs and connecting them to appropriate resources and support early in their academic careers.

Developmental advising recognizes that the advisor and the student are partners in educational discovery and share responsibility for the advising relationship and the quality of the experience. It focuses on capacity for growth and involves facilitating the student's environmental, and interpersonal interactions, behavioral awareness, problem solving, decision-making, and evaluation skills.

These approaches to advising are well established in the literature and are considered best practices in advising. Literature supports their use across all academic disciplines. These two philosophies of advising guide the roles and expectations of advisors, and facilitate quality advising at the Institute.

EXPECTATIONS OF FACULTY ADVISORS

The **Faculty Advisor** will:

- Meet with assigned advisees at least once each semester, individually or in small groups, but will meet individually at least once per year.
- Develop a relationship with each advisee, demonstrating a commitment to the student's success, growth, and development.
- Provide guidance for course registration, as appropriate.
- Document interactions with advisees according to IHP guidelines.
- Communicate availability and office hours to students.
- Respond to student messages within a reasonable time, typically within 1 -2 business days.
- Actively contact advisees at identified "touch points," as determined for each academic program's annual calendar.
- Monitor progress toward academic and professional goals.
- Communicate with other faculty or staff as appropriate to address student issues per IHP guidelines. Advise student to complete Incident Report if applicable.
- Be informed about policies, procedures, and requirements and provide accurate guidance to students.
- Refer students to appropriate resources for academic, behavioral, or personal concerns and provide assistance if needed to access these resources.
- Assure all requirements are met in a timely way and provide feedback to the student if needed.
- File advisement documentation for easy retrieval and review.
- Establish and evaluate advising goals as a part of service in the annual performance review.

The faculty advisor can expect the **Student** to:

- Be able to identify their faculty advisor at the beginning of the program.
- Seek out assistance from the faculty advisor as needed.
- Respond to advisor messages within 1-2 business days.
- Keep all mandatory scheduled advising sessions or give timely notice of unavailability, and initiate contact to reschedule. Keep other scheduled advising sessions as requested.
- Come prepared to advising sessions to discuss relevant issues.

ESTABLISHING AN ADVISING RELATIONSHIP

Students will present with varying needs over time. The development of a relationship between advisor and student may progress differently from student to student. The following roles are appropriate for advisors:

- Refer students to appropriate resources to help with academic difficulty or personal issues, including course faculty, content experts, tutors, academic support counselors, or EAP.
- Provide feedback to students from course faculty, clinical supervisors, or others who evaluate student performance.
- Track advisee's progression toward meeting IHP core competencies.
- Assess timely academic progression, navigate curriculum paths and assist with registration, as appropriate.
- Consult with appropriate faculty or staff regarding policy issues that affect student progression or disciplinary actions.
- Support student in processes of disciplinary or academic reviews.
- Provide professional mentoring, including career choices, professional activities, and licensure/certification, as appropriate. Advisors review different professional opportunities and guide the student based on his/her capabilities and interests.

STRATEGIES FOR ADVISEMENT

Proactive advisement: Intentional outreach and availability during busy and stressful times in a semester, critical timeframes for specific students, and proactively contacts the student. [Visit the NACADA website for more info on proactive/intrusive advising.](#)

“As advisors, it is important to be intrusive without intruding, and be warm, friendly and inviting while still providing the tough love and information that students need to hear. It is a delicate balance; though when done right, intrusive advising can enhance the advising relationship while also encouraging student responsibility and participation” (Cannon, 2017).

The following are examples of proactive advising:

1. Intentional frequent outreach to students
2. Communicating interest and concern for students
3. Creating a safe space that invites honest disclosure
4. Deliberate intervention to enhance student motivation and follow through
5. Informing students on options related to their academic and professional needs

Touchpoints: Each program will identify critical times during a semester/year when students should be contacted (refer to academic program calendar).

Communication:

- Listen to students regarding their experiences and IHP climate concerns, and report those concerns to others as needed.
- Communicate frequently to establish a supportive relationship, provide encouragement, and assess the student's academic experience, with follow-up as necessary.
- Methods of communication may include face to face individual meetings, IHP email, phone/Skype, or group sessions.

Boundaries of Advising:

There are specific expectations of the advisor role, advisors must recognize the limits of their role and refer students to other resources in these cases. Although advising generally does not present liability, there are ethical and legal limitations to the advisor's role:

- Advisors DO NOT engage in formal confidential counseling students or provide advice on personal or financial issues.
- Advisors DO NOT ask students if something is wrong or if something is going on in their lives.
- Advisors DO NOT treat students as patients or clients.
- Advisors DO NOT ask students if they have a disability and cannot diagnose/suggest they may have one.
- Advisors DO ask students about self-harm or suicidal ideation and take immediate action by calling security.
- Advisors DO maintain professional limits on relationships with students.

Through the development of a nurturing advising relationship, students may feel comfortable sharing personal information or acknowledging personal hardships they are facing. The advisor should refer the student to the appropriate resources to get them needed assistance, in most instances this would be EAP.

DOCUMENTATION

- A critical feature in the faculty advisor's role is keeping notes on meetings and communications with students. These notes may be used in the event of a student review or appeal, or to demonstrate advisor performance.
- Documentation should be completed for routine contacts (touchpoints) as well as for requested meetings to address academic or disciplinary issues.
- Documentation should include the date, type of contact (in person or electronic), and the topics discussed. Details of exchanges that are relevant to the issue at hand should be included.
- When appropriate, faculty should follow up meetings with an email to the student that describes the encounter with necessary details, decisions or recommended actions.

STUDENTS' NEEDS, ISSUES, AND CONCERNS

Faculty advisors will often be required to address student needs. The following descriptions and links provide additional information.

Registration/Advisement

As appropriate, the Registrar sends emails to faculty each semester prior to registration with the following information:

- Registration period dates and deadline
- Important advising tips
- Faculty Advisor Training guide for Use with IONLINE
- Directions on clearing an Advisee Registration: on the Advisor section of IONLINE, check the box once you have completed the review with your advisees so that they may register for classes.

Disability Services/Accommodations

Office of Disability Services facilitates the process of approving and communicating accommodations for all students.

Unless a student has disclosed that they have had accommodations, you cannot ask students if they have disabilities. You *may* ask if the student has had accommodations in the past. Advise the student to schedule an appointment with Disability Services to determine their eligibility.

Employee Assistance Program (EAP) Referral

Services of the Employee Assistance Program of Partners Healthcare are extended to students at the IHP. EAP offers short term counseling, referrals to longer term services, as well as other services, including financial, housing, and legal resources. See Resource Table for contact information. Students are made aware of EAP during orientation. Brochures are available.

Academic Support Counselor Referral

Academic Support Counselors provide strategies for academic success and support for student/life balance. Students who need additional support or who demonstrate early signs of academic risk, including stress/time management, study skills, or who have been issued a warning through their program should be referred to these support services. Academic Support Counselors are available to faculty for consultation. In collaboration with faculty, advisors may anticipate potential areas of need and consult with appropriate resources.

See the list of Academic Counselors in the Resource Table in the Appendices

Writing Support Services

Students who require extensive editing of written work should be referred to the IHP writing tutor.

Incident Report

If a student reports an incident of harassment, inequity, hostile learning environment, or unfair treatment, guide the student to the Incident Report. Once complete, it will be reviewed by Student Affairs.

Service Animals

Service animals are covered under the Americans with Disabilities Act (ADA). In situations where it is not obvious that an animal is a service animal, staff may ask **only** two specific questions:

- (1) is the service animal required because of a disability?
- (2) what work or task has the service animal been trained to perform?

We are not allowed to request any documentation for the animal, require that the animal demonstrate its task, or inquire about the nature of the person's disability.

If a student responds yes to #1 and identifies a task, then the service animal is allowed. This determination is **not** part of the Disability Services process.

FEDERAL POLICIES

Each program within each school may have operational or academic policies specific to the curriculum and progression and can be found within the respective School or Program Manual.

The IHP has policies that apply to all programs.

- [Title IX](#) – see Appendix for full IHP policy; see Incident Report
- [Americans with Disabilities Act \(ADA\)](#) – see Appendix for full IHP policy; see Disability Services/accommodations.
- [Family Educational and Privacy Act \(FERPA/Buckley Amendment\)](#) - see Appendix for full IHP policy. Specific cautions related to FERPA:
 - Do not share education record information with anyone other than the student (including parents); suggested script “I am not allowed to share school records with anyone other than a student; I can tell you about our program(s)”.
 - Do not send group emails regarding remediation resources – use blind copy to craft and send only one email
 - Do share information within the IHP/Schools on an *as needed* basis only
- Student Right to Know and Campus Security Act - see Appendix for full IHP policy

APPENDICES

Appendix A

ADDITIONAL ADVISING AND STUDENT SUPPORT ROLES

Programs may have different advising roles:

Reader or Other Titles Used- Faculty with relevant experience and expertise, who provide guidance and support for development, implementation, assessment and dissemination of culminating discipline projects, including theses, scholarly projects, capstone projects, advanced doctoral experiences or dissertations.

Clinical Education Advisor- Faculty who guide students in decision making related to clinical education experiences.

Concentration or Track Mentor/Coordinator- Faculty who guide students or facilitate curriculum decisions as well as other relevant experiences related to an academic concentration or clinical track.

Academic Support Counselor- Staff specifically trained to offer support services to students related to academic success, or personal or professional issues. These positions are defined by each school.

ADA –Disability Services can help students apply for reasonable accommodations and guide them through the necessary steps required to document a disability. Students may request accommodations for academic (classroom-based) and clinical requirements of their degree programs. Students with long-term needs must renew their application for accommodations each semester.

Financial Aid Counselor – Staff who guide students through the process of applying for and receiving financial assistance to pay for education, such as student loans, scholarships, and grants. Staff also assists students in understanding loan repayment options.

Assistant Director of Multicultural Programming and Inclusion –Staff is responsible for advising individual students and student organizations/clubs on issues related to diversity, equity, and inclusion and works collaboratively with students who are interested in inclusive community-building to raise awareness and support student advocacy

These roles are differentiated from the Faculty Advisor, who is primarily concerned with the individual student's development and success as part of participation in academic programs.

**Appendix B
RESOURCES AT-A GLANCE**

PURPOSE	RESOURCE	CONTACT	PHONE	EMAIL
Emergencies	MGH Police and Security DO NOT CALL 911	MGH Police and Security will take your emergency call, mobilize on-site security response and call 911. Once you call MGH Police and Security, notify a SON Administrator.	(617) 726-5400	
Non-emergency security issues	On-site security	David Sullivan or designee	(617) 726-0528	
Risk of self-harm	Assess risk: are you thinking about hurting yourself? Do you have the means to do so?	Employee Assistance Program Ask the student to call from your office and offer to find an escort to services if an immediate risk. Call security desk and request an escort.	(866) 724-4327	
Short term counseling/referral to long-term counseling	Employee Assistance Program (EAP)		(866) 724-4327	
Registration; Appeal process, (LOA, incomplete)	Academic Calendar	Academic Calendar		
Frequently requested resources	Student Resource Directory	Student Resource Directory		
Financial aid, tuition concerns;	Office of Enrollment Services (OES); Financial Aid Office	Deborah Altsher, Director of Financial Aid	(617) 724-6356	daltsher@mghihp.edu
International students	Office of Student and Alumni Services (OSAS)	Jack Gormley, Dean of Students		jbgormley@mghihp.edu
Accommodations (ADA)	Office of Student and Alumni Services (OSAS) –Disability Services	Damary Gutierrez, Assistant Director for Student Development, and Disability Services	(617)643-9643	dlgutierrez@mghihp.edu

PURPOSE	RESOURCE	CONTACT	PHONE	EMAIL
Student Health Insurance	University Health Plans, Inc.	<i>Institute Representative:</i> Marcia O'Neill	800-437-6448, x 6116	moneill@univhealthplans.com
Problems with IT access; password recovery	Technology Resources Office of Enrollment Management; Financial Aid Office	Information Technology (IT) See website for HELP DESK and complete a ticket	(617) 724-6356	Help Desk
Assistance with scholarly writing	Office of Student and Alumni Services (OSAS)	Nada Javanovic, Writing Consultant		writingtutor@mghihp.edu
Research/ literature review assistance	Library and Learning Resources	Jessica Bell, Director of Library and Instructional Design Amanda Tarbet, Assistant Director of Library Services	(617)643-5714 (617) 643-6085	jbelle@mghihp.edu atarbet@mghihp.edu
Career questions; resume building; job interview	Career Services; Office of Student and Alumni Services (OSAS)	Russ Abbatiello, Associate Director for Career Development	(617) 726-1318	rabbatiello@mghihp.edu
Interest in joining community groups	Office of Student and Alumni Services (OSAS)	Kerry Kearns, Assistant Director for Student Leadership Development	(617) 724 - 3595	Kkearns1@mghihp.edu
ID badge needed Interest in joining community groups	Office of Police and Security Office of Student and Alumni Services (OSAS)	Located on the first floor of Building 149 in the Charlestown Navy Yard. The hours of operation are 12 Noon – 2:00 p.m. Mondays and Thursdays	(617) 724 - 3595	
Academic Student Support	Academic Support Office	SHRS: Mike Boutin SON: Steven Ciesielski Leah Gordon Eliza Hanly Patricia Lussier-Duynstee	(617) 726-8021 (617) 724-3620 (617) 643-9671 (617) 643-9671 (617) 726-7894	eboutin@mghihp.edu smciesielski@mghihp.edu lgordon@mghihp.edu ehanly@partners.org plussierduynstee@mghihp.edu

Current as of August 10, 2018

Special Notice:

The following documents on pages 16-20 are examples of Department or School Tools for advisors use and may not be appropriate for all programs. However, it is expected that each program will develop tools, calendars and other materials that are tailored to meet the specific needs of advisors in their programs. The description of advising and the guidance provided in this IHP Advising Manual is applicable to all advisors regardless of program or school.

APPENDIX C
Exemplar 1: Advisor Checklist

Name of Student: Student Name

Program/Semester/Year of graduation: Program / Semester / Year of Graduation

Date of advising session: Click or tap to enter a date.

Check box	Topic	Advisor's comment
<input type="checkbox"/>	Course requirements and registration process	Click or tap here to enter text.
<input type="checkbox"/>	Adjustment to IHP and SON	Click or tap here to enter text.
<input type="checkbox"/>	Awareness of and use of Academic Support staff	Click or tap here to enter text.
<input type="checkbox"/>	Awareness and use of OSAS	Click or tap here to enter text.
<input type="checkbox"/>	Awareness of EAP services	Click or tap here to enter text.
<input type="checkbox"/>	Awareness of disability office and services	Click or tap here to enter text.
<input type="checkbox"/>	Awareness of library services and location	Click or tap here to enter text.
<input type="checkbox"/>	Use of peer tutors or TAs as applicable	Click or tap here to enter text.
<input type="checkbox"/>	Awareness of Upsilon Lambda chapter and application process	Click or tap here to enter text.
<input type="checkbox"/>	Career goals	Click or tap here to enter text.
<input type="checkbox"/>	Career advising	Click or tap here to enter text.
<input type="checkbox"/>	Issues/Concerns	Click or tap here to enter text.
<input type="checkbox"/>	Awareness of IHP Incident Report	Click or tap here to enter text.

Additional Comments: Click or tap here to enter text.

Advisor's Name (print): Advisor's Name

Advisor's signature:

Revised 1/30/18

APPENDIX D
Exemplar 2: Advising Calendar of Activities

CALENDAR OF ADVISMENT ACTIVITIES TOUCHPOINTS FOR BEST PRACTICE

WEEK	TOUCHPOINT	ACTIVITY	FOLLOW UP	COMMENTS
0	ORIENTATION	GROUP EMAIL TO ADVISEES (TIP: PUT ALL CONTACT INFO INTO BCC (BLIND COPY) AND SEND ONLY ONE EMAIL; notify of your office hours		Reminder of available resources including: Academic Support Counselors, EAP, disability services, writing tutor
1	FIRST WEEK – new semester starting		Notice which students respond to your email. Quick response to those will create an open dialogue	
2				
3				
4				
5				
6	MID SEMESTER EXAMS	Check in email: study strategies, self-care		
7		Registration		
8	Mid-Semester follow-up	Response to letters of concern; check in with students		Refer to Academic support counselors as needed.
9				
10				
11				
12				
13	Before final exams	Check in email: study strategies, self-care		
14				
15	BETWEEN SEMESTERS: GRADES IN	Transcript audit: Check each student progress using IONLINE program evaluation	If GPA is less than 3.0, anticipate that the student will receive a notice of academic probation	If done each semester, the final degree audit for each student will hold no surprises

APPENDIX E
Exemplar 3: Summative Advisement Report

SUMMATIVE ADVISEMENT REPORT
Due end of each semester

Faculty Name:

of advisees:

of advisees seen in face to face meetings this AY: (unduplicated count)

of advisement meetings total:

Reasons for not meeting student face to face:

Patterns of concerns noticed among advisees:

Resources not cited in faculty advisement manual:

Additional resources needed:

Comments:

APPENDIX F
Exemplar 4: Student Incident Report

STUDENT INCIDENT REPORT
(Submit to Program Director)

Student Name:

Date of Report:

E-mail address:

Preferred Phone Contact: Email

Program Enrolled:

Date of Incident:

Location of Incident:

Parties involved:

Description of Incident:

Witness(es):

Who Reported to:

Date:

Student Signature

Date:

Attached additional pages if needed.

TO BE COMPLETED BY PROGRAM DIRECTOR:

Description of Follow-up:

Action taken:

Resolution:

Date(s) reported back to student: _____

(Attach Copy of email communications sent to student)

Inquiry ongoing? yes no

Date inquiry closed with final resolution:

Program Director Signature: _____ Date: _____

Reported to:

SON Dean's Office Dean of Student Services and Alumni Services

Operations/Security Other _____

Attached additional pages if needed.

Appendix G TITLE IX COMPLIANCE OVERVIEW

Title IX Compliance at MGH Institute of Health Professions

MGH Institute of Health Professions is committed to creating and maintaining a community in which all its members including students, faculty, staff and visitors can live and work together in an environment free from discrimination.

Statement of Non-Discrimination

MGH Institute of Health Professions does not discriminate on the basis of color, race, creed, gender, sexual orientation, gender identity or expression, age, disability, veteran status, marital status, status as a parent, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes them to fully participate in campus life.

This policy incorporates, by reference, the requirements of Title VI of the Civil Rights Act, Title IX of the 1972 Educational Amendments, and all relevant federal, state, and local laws, statutes, and regulations.

Title IX of the Education Amendments of 1972

Title IX is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees of educational institutions which receive federal financial assistance. The United States Department of Education's Office for Civil Rights (OCR) is in charge of enforcing Title IX. It states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. 20 U.S.C. § 1681

Under Title IX, discrimination on the basis of sex can include sexual harassment, rape, and sexual assault. A college or university that receives federal funds may be held legally responsible when it knows about and ignores sexual harassment or assault in its programs or activities. The United States **Department of Education's Office for Civil Rights (OCR)** is in charge of enforcing Title IX. View the office's "[Know Your Rights](#)" Title IX document.

Title IX Coordinators

The Institute's primary concern is ensuring the safety of students, employees, and visitors and providing access to services. While compliance with this law is the responsibility of all members of the Institute community, any person who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns informally or file a formal complaint of possible violations of Title IX with the following Title IX Coordinators:

Jack Gormley, Dean of Student and Alumni Services/Title IX Coordinator for Students

Bldg. 34, 1st Avenue, Office 204

Boston, MA 02129

Phone: (617) 726-3177

Email: jbgormley@mghihp.edu

Sarah H. Welch, Associate Vice President of Human Resources/Title IX Coordinator for Faculty and Staff

Bldg. 34, 1st Avenue

Boston, MA 02129

Phone: (617) 643-6316

Email: SHWelch@mghihp.edu

Students: Refer to [Title IX Complaint Procedures for Students](#) in the Catalog for resolution of complaints.

Faculty and Staff: Refer to Institute's [Sexual Harassment Policy](#) on the Intranet for resolution of complaints.

The Title IX Coordinators provide support for training, education and communication of Title IX policies and procedures as well as overseeing the use of complaint procedures. In addition, individuals may consider other resources such as the IHP's [Employee Assistance Program](#) and either or both of the following government agencies:

- The United States Equal Employment Opportunity Commission (EEOC), 1 Congress Street, 10th Floor, Boston MA 02114, 617-565-3200
- The Massachusetts Commission Against Discrimination (MCAD), 424 Dwight Street, Room 220, Springfield MA 01103, -413-739-2145 or One Ashburton Place, Room 601, Boston MA 02108, 617-727-3990.

EEOC and MCAD complaints must be filed within 180 days and six months, respectively, of the alleged harassment.

<https://www.mghihp.edu/campus-and-community-life/title-ix-compliance-overview>

Appendix H AMERICANS WITH DISABILITIES ACT

Disability Services

Disability Services, within the Office of Student and Alumni Services (OSAS), supports the Institute's mission and value of diversity by facilitating and supporting equal access to its programs and services for students who experience a disability.

To be eligible for disability-related services, individuals must have a documented disability as defined by section 504 of the Rehabilitation Act and/or the Americans With Disabilities Act (ADA) of 1990. Eligible disabilities include physical and mental impairments which may include but are not limited to vision, hearing, mobility, learning, systemic, psychiatric, and brain injury that substantially limit one or more major life activities.

Disability Services will request documentation from an appropriate professional to certify individuals as having a disability. The cost of obtaining documentation will be borne by the student.

If the initial documentation is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, Disability Services has the discretion to require supplemental assessment. The cost of the supplemental assessment shall also be borne by the student.

Pending receipt of the eligibility documentation, Disability Services and/or the Institute reserves the right to deny services and accommodations.

Students with disabilities are encouraged to fill out the [Disability Services Request](#) form provided to all applicants following acceptance into their program of study.

Disability evaluations must have been performed within five years of the date of submission; otherwise students will be asked to submit a current evaluation at the student's own expense. (OSAS can provide assistance in locating appropriate, licensed evaluators.) All information provided will be kept confidential, except as required by law.

The OSAS suite is located on the second floor of Building 34, across the street from the Catherine Filene Shouse Building, our main academic building. Easily accessible to all, OSAS has a highly qualified staff of professionals who welcome students' questions, listen to their concerns and are responsive to their needs and situations.

<https://www.mghihp.edu/disability-services>

Appendix I
FAMILY EDUCATIONAL AND PRIVACY ACT
(FERPA/BUCKLEY AMENDMENT)

Family Educational Rights and Privacy Act (FERPA)
Annual Notice to Students

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Training videos are available for faculty and students online. See link below.

<https://www.mghihp.edu/academics/ferpa-information-students-faculty-staff-student-workers>

Appendix J
STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT

Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (20 USC § 1092(f) (Clery Act))

The MGHIHP complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (20 USC § 1092(f) (Clery Act)) in disclosing crime statistics in an annual report in partnership with Massachusetts General Hospital (MGH) Police, Security and Outside Services, and Partners HealthCare System Office of General Counsel.

The report covers information on the Charlestown Navy Yard campus. The Institute is located within the Charlestown Navy Yard campus. Specific information unique to the Institute is also provided within this report.

A guide is available to MGH institute of Health Professions and MGH policies and programs concerning:

- Campus safety
- Sensitive crimes
- Drug-free campus and workplace programs

See link below.

<https://www.mghihp.edu/campus-safety-and-security>