



A Welcome from the Office of Faculty Affairs

Office of Faculty Affairs

Dear Colleague,

On behalf of the faculty, the academic support staff and the Office of Faculty Affairs, we are delighted to welcome you to our campus. California Northstate University College of Medicine is a teaching-centered institution, and as such is intensely committed to facilitating the educational goals of our faculty and students in a complimentary fashion. Our continuous evolving curriculum is based on the College of Medicine's vision to develop a community based medical school that delivers innovative programs in education, research, and patient care in order to prepare our students to be the health-care leaders of the future.

The Office of Faculty Affairs has put together an Orientation schedule, check list and pertinent information packet to ensure that your transition to our college community occurs in a smooth and enjoyable manner.

The purpose of this orientation program is to make sure you become acclimated to your new surroundings, role and duties so that you may be best prepared to effectively perform your academically-related services and scholarly activities. More comprehensive and detailed information may be found in the Faculty and Employee Handbooks and we strongly recommend that you take the time to familiarize yourself with the information contained in these documents.

The members of the Office of Faculty Affairs are at your disposal for any problems or questions that may arise related to your employment here. Please feel free to drop in at your convenience, call or e-mail me with any question you may have.

We welcome you to CNU College of Medicine and look forward to getting to know you better.

Most sincere regards,

Grant D. Lackey

Grant D. Lackey, PharmD, CSPI, FCSHP, FASCP

Associate Dean Faculty Affairs and Development

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New Faculty Orientation Check list

Upon Arrival	Team Member Contact	Check when completed
Office setup Office supplies Assignment of Staff support Business Cards Door sign	The Department Administration Support Staff	
Badge and office key Phone Computer e-mail address	IT	
First Week		
Assignment of Mentor	Mentoring Advisory Committee assigns a mentor who will track the progress of the checklist and ascertain new faculty level of comfort. The mentor and the new faculty should meet at least once a week for the first three weeks. The mentor should also help with the school tour and be available for other tasks like showing the new faculty how to copy, print, fax, <i>etc.</i>	
College of Medicine Tour: Lobby reception Classrooms Conference rooms Copy room Mailbox Cafeteria	The mentor or the Department Administrative Assistant	
School Tour: The library	Scott Minor, MLS, Director of Library & Learning Resources Melania Sukiasyan, Library Assistant	
Parking	Front desk: Kianna Dao 916-686-7400	
Within first month		
Wall Mounting: Frames, White boards, etc.	Justine White Call receptionist desk to create a work order 916-686-7400	
Photo: Headshot and name plaque for wall	Delora Clemons/Natalie Vachalek	
Science Faculty	Research access	
College of Pharmacy Tour: 2 nd floor COP classrooms, Conference rooms	Kianna Dao, Receptionist 916-686-7400	
Safety and Parking Orientation	Scott Minor Chair and /or member(s) of the safety committee	

Office of Faculty Affairs

Vision Statement:

The Office of Faculty Affairs of California Northstate University College of Medicine is committed to creating a solid and supportive working environment for the faculty.

The aim of the program is to mentor, guide and educate the faculty towards their objective of reaching their full professional potential while working to achieve the highest standards of excellence in academic medicine and the fulfillment of their primary duty of educating, training and developing professionals who will provide competent, patient-centered health care.

Functions:

The functions of the Office of Faculty Affairs can be summarized by the following four points:

- 1) Support and facilitate operations of the Committees that deal with recruitment, advancement and retention.
 - a) Faculty Promotion:

The Office of Faculty Affairs in collaboration with the Rank, Promotions and Retention (RPR) Committee has compiled the criteria for academic promotions that can be found in the binder entitled “Application Dossier for Faculty Promotion”
 - b) Faculty Retention

A Faculty Retention Program is being developed by the RPR Committee, which not only incorporates all of the points indicated under the above heading of “Functions” of the Office of Faculty Affairs but also includes the following important issues such as:

 - ① creating a warm, receptive and appreciative environment
 - ② monitoring and improving the health and well-being of the faculty and staff
 - ③ assuring the application of transparent policies and practices allowing reasonable flexibility and accommodation of the professional as well as the personal needs of the faculty.
- 2) Provide assistance and consultation to faculty regarding career as well as academic duties-related development. The intent of the Faculty Development program, through the creation and diffusion of information via the organization of seminars, workshops and other events, is to support all faculty members, regardless of rank and/or track, in facilitating their efforts in reaching their career goals by helping them to grow as educators, researchers, clinicians, and administrators.
- 3) Administer a Faculty mentoring program

The mentoring program at CNUCOM provides a structured relationship between a faculty member with experience (mentor) and a faculty with less experience (e.g., new faculty or mentee). The purpose of a mentoring program is for the mentee to acquire the professional skills and attitudes that contribute to personal, institutional, and career success. New junior faculty members are automatically enrolled in this program, whose intent is to promote the development of self-confidence and professional achievement, important elements which enhance institutional continuity and stability. The Mentoring Program is part of the faculty member’s overall academic development in the areas of teaching, research, and service. This section is described on page 28 under “Faculty Mentoring”.

- 4) Prepare the faculty for their annual evaluation processes.
The annual evaluation of each faculty member will cover progress in the following 5 categories (listed in alphabetical order):
 - a) clinical practice (where appropriate)
 - b) collegiality
 - c) professional service
 - d) research and scholarship
 - e) teaching effectiveness.

Brief History of California Northstate University College of Medicine

California Northstate University (CNU) is a new health sciences institution developed with the mission, "To Advance the Art and Science of Healthcare". Discussions about the development of a new medical school in the greater Sacramento area began in the early spring of 2010, subsequent to the launch of the Pharmacy school in 2008. At that time, several publications and studies were predicting a looming shortage of primary care physicians in Northern California. In response to the need for new medical schools in California to fill the need for training more physicians, the Board of Trustees of California Northstate University proposed establishing a second college, which would become known as the California Northstate University College of Medicine (CNUCOM).

Three consultants started the application process for regional accreditation (Western Association of Schools and Colleges, WASC) and for professional school accreditation (Liaison Committee on Medical Education, LCME). In July 2011, individuals with experience in medical practice, education, training, administration, and research were hired as the core faculty to work with the Interim Dean, Joseph Silva, MD. Dr. Silva brought a wealth of experience as the former Dean of the School of Medicine at UC Davis and chief executive officer of the UC Davis Health System.

In January 2012, Dr. Joseph Silva was appointed Founding Dean of the College of Medicine, Vice President for Medical Affairs of California Northstate University, and Professor of Internal Medicine. By December 2012, broad outlines of the weekly pre-clerkship curriculum, policies, and procedures regarding faculty and students and institutional structure were in place. The faculty and staff continued to build the curriculum and infrastructure and in early 2013, new self-study teams were formed to review the program and provide feedback. After that cycle of quality improvement, the College of Medicine began recruitment of a full complement of basic and medical science faculty. Recruitment of clerkship directors and additional support staff is in process.

Finally, after many years of preparation and survey visits, the Licensing Committee on Medical Education granted California Northstate University College of Medicine accreditation with preliminary status. This designation has allowed us to accept medical students starting the Fall of 2015.

A central focus of the College of Medicine is to train physicians by employing an innovative horizontally- and vertically-integrated curriculum to educate and prepare students to function as 21st century physician-leaders in the community. There is a great deal of community support in the Sacramento area for the establishment of a medical school to train physicians with a focus on primary care disciplines.

California Northstate University College of Medicine's Strategic Plan

The College of Medicine is steered by a strategic plan which will be revisited every year until the first class has graduated. It will then be revisited every two years. The Main directives of the Strategic Plan focus on the College of Medicine's "*vision*" and "*mission*".

Vision: To develop a community based medical school that delivers innovative programs in education, research, and patient care

Mission: To advance the art and science of medicine through education, service, scholarship, and social accountability.

California Northstate University College of Medicine is dedicated to educating students to become competent, patient-centred healthcare professionals. **Education** will be provided using an innovative, integrated basic and medical science system-based curriculum. **Service** will be encouraged with faculty supervised service learning clinics. **Scholarship** will be encouraged with hypothesis driven Self-Directed Student Scholarly Research. **Social Accountability**, both locally and globally, will be the focus of the Masters Colloquium Course and Global Health discussions and opportunities, with the goal of graduating healthcare providers who can meet the developing challenges of the 21st century.

The Core Values of the College of Medicine are represented by those pieces of the art and science of medicine that are embodied by our faculty and expected of our graduates. These Core Values or PIECES are:

Professionalism

Innovation

Excellence in medical care

Compassion

Ethics

Social accountability (encompassing diversity, inclusion and cultural competency)

These core values underlie the medical education program, the research program, the interactions with the community, and all programs served by the College of Medicine.

Strategic Areas:

1. Education

- Provide an educational program that is committed to excellence, modern scientific precepts, ethical principles, cultural competency and health care priorities.
- Obtain full accreditation.

The strategies are focused on developing an educational program that is committed to horizontal and vertical integration of the basic and clinical sciences and the hiring of faculty who serve as role models with excellent knowledge, experience, communication skills, professionalism, and ethics. Diversity, inclusion and cultural competency are an important part of the social accountability approach discussed in the mission of the medical school.

2. Research and Scholarly Activity

- Establish an Office of Research.
- Provide opportunities for research to faculty and students.
- Develop the following Research Centers: Global Health; Medical Education; Molecular Pharmacology; Obesity, Diabetes and Cardiovascular Disease; and Aging

The College of Medicine Office of Research was established in December 2011 to foster research collaborations and new discovery. The strategies and tactics are focused on developing four planned Research Centers sequentially, with adequate funding and other resources. A research laboratory is available on campus and additional research space is also available off campus. The medical students will learn the crucial contributions that basic, translational, and clinical research make in the advancement of medicine through their completion of a Self-Directed Student Scholarly Project, in addition to regularly scheduled research seminars held on campus.

3. Clinical Practice

- Establish communication between the College of Medicine and community medical care providers.
- Involve community medical providers in teaching.
- Produce outstanding physicians who embody the principles of compassion and patient-centered health care.

The strategies are focused on implementing an educational program that produces knowledgeable, compassionate, and culturally competent physicians and on recruiting and training community health care professionals as faculty at the College of Medicine. Faculty development seminars will align teaching approaches among the community faculty-preceptors.

4. Service

- Establish a medical education program based on “service to the community” .
- Develop a service learning program that utilizes and broadens the medical education program and that encourages students and faculty to develop and participate in community-run clinics.
- Encourage students and faculty to participate in existing community free clinics, as well as in the creation of new free clinic(s) that will serve our neighboring communities.

The strategies are focused on incorporating community service experiences into the curriculum; developing partnerships; identifying service needs locally, nationally, and internationally; providing service learning opportunities; and encouraging our faculty and students to participate in service opportunities with special attention to disadvantaged individuals and individuals from backgrounds underrepresented in the health care professions. A CNUCOM Committee for Service Learning and Leadership was established in 2013. We have identified service needs locally and are in the process of establishing a working relationship with the community free clinics in order to provide these experiences for our faculty and students. Some international service learning opportunities have also been identified, and the Associate Dean for Global Health, Dr. Anvar Velji, is taking the lead in this area.

5. Workplace Excellence

- Develop an environment enhanced by the following principles:
 - Open communication and collaboration.
 - Cultural competency and inclusion.
 - Honest appraisal and feedback.
 - Tolerance and respect.
- Encourage and support professional development.
- Promote a healthy work-life balance.
- Encourage employee wellness.

The strategy is to promote balance between professional and personal life and employee wellness with focus on developing an open and respectful environment, appreciation of the work of all employees, and support for programs that enhance the ability of the employees to be effective in their work. An employee wellness committee has been established, a list of recreational activities for faculty and staff has been developed, and an employee assistance program selected.

6. Infrastructure

- Complete the building that will be housing the school.
- Establish technologies to support teaching, research, and operations.
- Plan for and establish the research facility.
- Review infrastructure on a continual basis.
- Ensure adequate staffing.

The building housing the College of Medicine has been completed. The technologies to support teaching, research and operations have been selected and are currently being implemented. The on-site research facility has been established and support personnel are being hired to sustain the educational and research missions of the College of Medicine. Continuous needs analyses and infrastructure reviews are in effect on a regular basis for quality improvement as needed.

Conclusion:

It is the view of the faculty that implementation of the identified strategies will allow the College of Medicine to meet its mission of advancing the art and science of medicine through education, service, scholarship, and social accountability. The proposed strategies address identified weaknesses and threats to the College of Medicine. In so doing, we will be able to enhance and strengthen positive attributes of the College of Medicine and engage in developing the numerous opportunities that exist.

California Northstate University College of Medicine's Governance & Administration

In the formation of CNUCOM, great care was taken to have a clear separation of responsibilities between the independent community-based Board of Trustees and the Capital Consortium for Medical Education LLC (CCME), a proprietary Limited Liability Company. CCME, which provides the monetary support for the CNUCOM is governed by a Board of Directors. The Board of Trustees of the University oversees the academic mission and support of a quality educational program for the institution. Members of the Board of Trustees do not have any financial interest in the University. Administrative decision-making, including setting institutional priorities, is governed by the Board of Trustees which delegates authority to the President and through the President to the Dean.

The Deans of the Colleges of CNU are responsible for proposing annual budgets for their respective Colleges which are submitted to the President of the University. The President develops a global institutional budget which is then presented to the Board of Trustees. The Board of Directors of CCME provides a budgetary number for the COM to the Board of Trustees. The Board of Trustees reconciles the request from the President with the budget number provided by the Board of Directors. The Board of Trustees has the authority to meet with the Board of Directors of CCME to request additional funding to ensure that the educational needs of the College of Medicine are met. The Board of Trustees finalizes the budget for the University. It should be noted that while CCME provides the funding, the individual line items of the budget are fully within the responsibility of the Board of Trustees. While a number of administrative functions will be centralized at the overall level of the University, academic administration of the Colleges will remain solely within the purview of the Deans of the respective Colleges.

The University President oversees the institution as a whole. The Dean of the College of Medicine is responsible for the College and reports to the President. The Dean of CNUCOM is assisted by a Vice Dean, Senior Associate Deans, Associate Deans and Assistant Deans. The employment process of the Dean, faculty and administrative officers is constructed in a traditional model for a medical school, and their functions and responsibilities are detailed in the policies and procedures of the CNUCOM.

There is a Faculty Senate at the University level which deals with faculty governance issues. The role of the Faculty Senate and the institutional faculty committees are clearly defined in the Bylaws of the Faculty Senate (*see Appendix A*). In addition, a Faculty Council for the medical school operates under its own bylaws (*see Appendix B*) which detail the roles of the Faculty Council and faculty committees at CNUCOM.

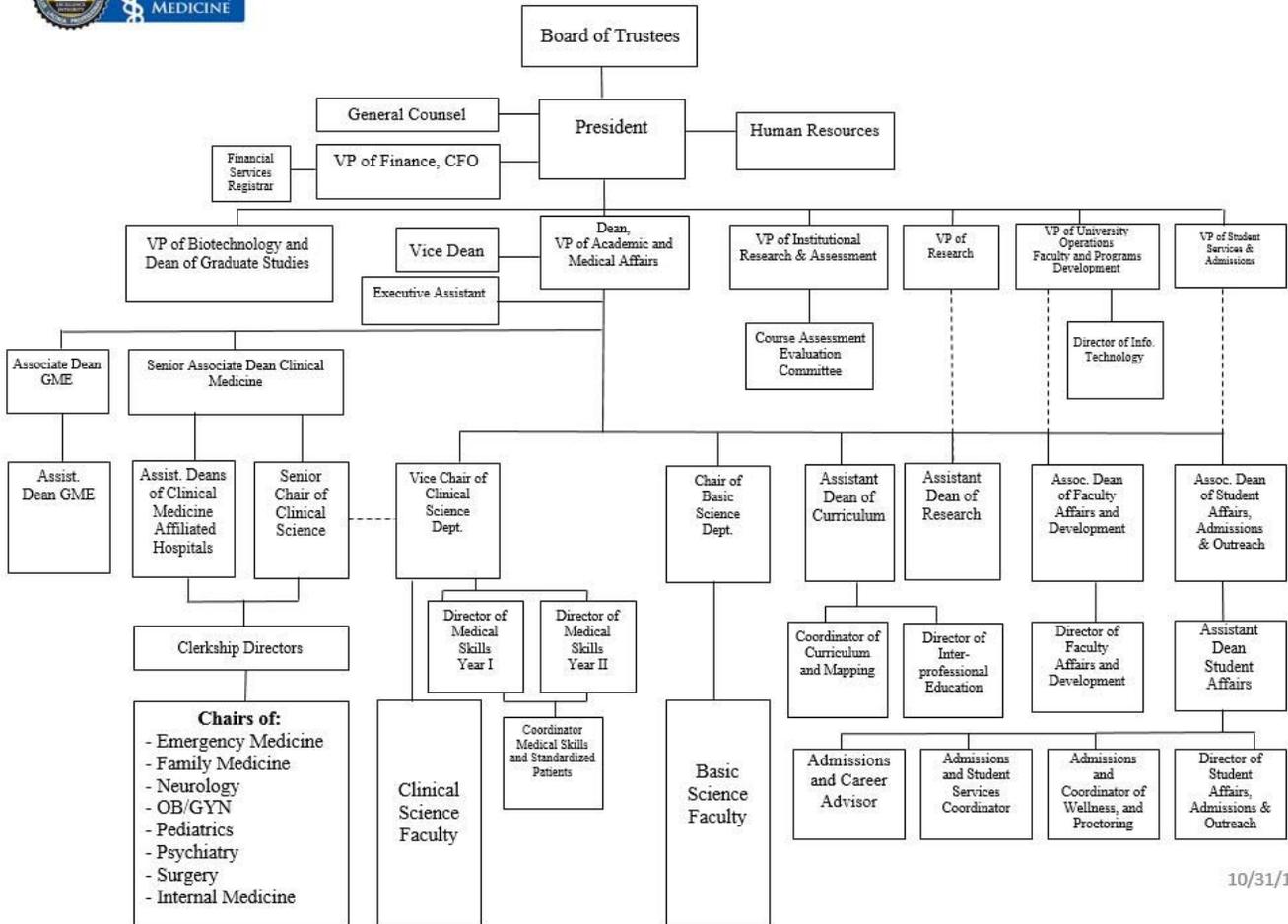
The President and the Dean of the College of Medicine meet on a regular basis, and the Dean has access to the President throughout the developmental process of CNUCOM. The Dean has been given clear authority in recruiting faculty and staff and designing the infrastructure of the medical school. The Dean is a member of the President's Executive Council (PEC), which consists of the administrators at the University level, the Deans of both Colleges, and the Chair of the Senate. The PEC meets on a monthly basis.

College of Medicine Organization



Organizational Chart

———— Direct Report
 - - - - Indirect Report



10/31/16

Faculty Governance

Faculty governance occurs through a University-wide representative assembly, the California Northstate University Faculty Senate, which meets on a regular basis to discuss, present, and formulate recommendations regarding issues pertinent to University-wide faculty issues in accordance with the Bylaws of the Faculty Senate (*see Appendix A*). The Faculty Senate serves as the coordinating body for University-level standing committees.

The Chair of the Faculty Senate serves to:

- a) Represent the faculty at monthly meetings of the President's Executive Council (PEC);
- b) Set the date, time, and agenda for meetings of the Faculty Senate;
- c) Undertake actions on behalf of the Faculty Senate between scheduled meetings.

Each College of California Northstate University has a Faculty Council which meets on a regular basis to discuss, present, and formulate recommendations pertinent to College-wide faculty issues in accordance with the Bylaws of the respective Faculty Council (*see Appendix B*). The Bylaws of the College of Medicine Faculty Council may be amended, repealed, or altered, in whole or in part, and new Bylaws may be adopted by a vote of the majority of all members of the Faculty Council by mail ballot. Membership and eligibility to vote in the Faculty Council are described in the respective sections in the Faculty Council Bylaws. Faculty Council Bylaws changes must be reviewed by the President's Executive Council, and are subject to approval by the Board of Trustees of the University.

The Bylaws of the College of Medicine Faculty Council establish the College of Medicine standing committees, and each committee further develops its bylaws. Each committee's bylaws must be approved by a vote of majority by the Faculty Council and endorsed by the Dean.

Standing Committees (institutional, collegiate, and departmental) as well as *ad hoc* Committees and Task Forces may be established by the President, the College Deans, the Faculty Senate, and the Faculty Councils. Any member of the administration and/or faculty is eligible to serve as a member of any Standing Committee unless otherwise indicated. Generally speaking, non-faculty members of Committees should not serve as Chairs of Standing Committees.

The constitution of the faculty committees is designed to represent the faculty in a fair manner, and the number of committee members should be commensurate with and sufficient for satisfying the responsibilities assigned to the committee.

All actions of the Faculty Senate, the Faculty Councils, and all Committees and Task Forces are advisory to the President and Board of Trustees of California Northstate University, who make the final decisions on all University matters.

Duties of the Faculty

All full-time and part-time regular faculty (Academic Track and Clinical Track) are expected to teach, conduct scholarly activities and/or clinical practice, and perform institutional/Professional service. The Department Chair and the individual faculty member will set the levels of expectation for each of these activities.

- 1) **Teaching:**
 - a) Generally, faculty are expected to teach for a minimum of 1/3 of their time.
 - b) Teaching includes scheduled contact hours with students, class preparation time, advising, and mentoring of students.
- 2) **Scholarly activities** are broadly defined and may include
 - a) Research (e.g., bench, clinical, educational),
 - b) Preparation of educational materials,
 - c) writing/publishing professional journal articles and books,
 - d) Presenting at regional, national, and international conferences,
 - e) Serving as editor or reviewer for professional publications,
 - f) Attending authorized professional development opportunities, etc.
 - g) Clinical practice (the conduct of patient health services in a professional, licensed capacity).
- 3) **Service:**
 - a) Institutional service includes serving on committees and task forces of the University or College.
 - b) Professional service includes serving on regional, national, or international professional committees or boards, conducting public health care or health science educational activities on behalf of the University or College, etc.

The academic enterprise is characterized by mutual responsibilities and a reasoned understanding between members of the faculty and its institution. Although the responsibilities of the members of the Faculty at CNUCOM may be dependent on the type of appointment/rank held, there are basic obligations that all faculty have towards their Institution as the Institution has towards its faculty.

These responsibilities are all related, directly or indirectly, to the vision and mission of the institution that the faculty member works for and may be summarized as follows:

Faculty's Commitment to the Institution

- 1) Perform all assigned academic duties
- 2) Accept a reasonable number of assignments for committee work
- 3) Teach, conduct research and/or care for patients with professional, intellectual honesty and high ethical standards
- 4) Disclose promptly and fully any potential conflict of interest and/or commitment in accordance with California Northstate University or the College of Medicine policy (*see page 27 and Appendix R*)
- 5) Remain current in one's area of scholarship:
 - a) Participate in the affairs of professional organizations and in scholarly activities (e.g. serve on Study Sections and peer review panels);
 - b) Deliver seminars and lectures; review, present or write scholarly papers; and serve on editorial boards

Institution's Support to its Faculty

- 1) Ensure the faculty member's academic freedom (*CNU Academic Freedom Policy Number 2101*)
- 2) Ensure that the faculty member is treated fairly, courteously and professionally
- 3) Judge a faculty member as a scholar, teacher, clinician or administrator, based on intellectual and professional criteria
- 4) Provide an intellectual environment, work space and protected time to pursue scholarly development.
- 5) Ensure that there is opportunity for academic advancement and promotion.

The responsibilities (and expectations) of the members of the Faculty at CNUCOM are dependent on the type of appointment; therefore, before listing faculty responsibilities, Policy on Faculty Appointments, as described in the CNUCOM Handbook, will be briefly presented.

Faculty Appointments

The California Northstate University faculty consists of all individuals who have been appointed to the rank of instructor, assistant professor, associate professor or professor, and whose appointment process has been vetted through the appropriate faculty committee, approved by the Dean, and submitted to the President and Board of Trustees for endorsement. These faculty members assume the responsibility of developing, recommending, and executing all approved policies of instruction. Regular faculty may be full-time or part-time. California Northstate University is a non-tenure-granting institution.

- a) **Full-time Regular Faculty** members are individuals who are employed by the University, hold a 12-month appointment, hold faculty rank, have primary appointments with California Northstate University, and who devote their full academic efforts and attention to their California Northstate University assignment. Faculty hired as a 0.75 full-time equivalent (FTE) or greater will be considered full-time for the purpose of benefit eligibility. Rank assignment will be at the level of instructor, assistant professor, associate professor, or professor on either the Academic, Clinical, or Library tracks.
- b) **Part-time Regular Faculty** members are individuals who have appropriate degrees and substantial teaching responsibilities but who are not full-time faculty members as defined above. Rank assignment will be at the level of instructor, assistant professor, associate professor, or professor on the Academic, Clinical or Library tracks.

Non-Regular Faculty members are non-salaried and do not have the rights and privileges of regular faculty. Non-regular faculty may include the clinical and academic track.

Faculty Tracks

California Northstate University is a non-tenure-granting institution. Faculty members of the College of Medicine may be based at the College's Department of Medical Education, within the affiliated hospitals, or elsewhere in the community (private practitioners).

Two academic tracks have been developed that recognize different sets of important contributions made by faculty to the mission and vision of California Northstate University College of Medicine. These tracks, as indicated in the figure to the right include the following:

Academic Faculty Track

Regular Academic faculty appointments include both basic science and medical science faculty who are appointed full-time or part-time as an Instructor, Assistant Professor, Associate professor or Professor in the capacities of teaching, scholarly activity and/or research and institutional service,

Medical Educators are faculty (In the academic track) with a terminal degree (MD, MD/PhD, DO) and board certification in the respective clinical specialty or subspecialty whose responsibilities are for the teaching of 1st and 2nd year medical students, by collaborating with basic and clinical science educators to coordinate the integration of basic sciences within organ/system-based courses. Medical Educators may be appointed the rank of Assistant Professor, Associate professor or Professor

Community-Based Clinical Faculty

Community Based Clinical Faculty are practitioners who primarily function in clinical roles at off-campus (non-University operated) sites. Their primary responsibilities are to provide clinical education at affiliated hospitals, clinics, and other training institutions although they may also participate in campus based sessions during Phase A (years 1 and 2) of the educational program. Community-based clinical faculty who must be licensed and boarded or certified to practice their profession, may be appointed the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate professor or Clinical Professor.

Letter of Appointment

The initial term and condition of employment have been provided to you through the "Letter of Appointment" which was developed on the basis of the negotiated terms of employment and which contained the following information:

- Identification of the Department to which the primary appointment is made.
- Initial rank and salary level.
- The duration of the appointment period.
- The required materials that must be provided to the institution on the first day of employment, (e.g. authorization to work in the United States, licensure information, etc.)
- An indication that hire is subject to the rules and provisions of the University Employee Handbook, the Faculty Handbook, the Rank, Promotion and Retention Committee Bylaws, approval by the President of California Northstate University and endorsement by the Board of Trustees.
- The monetary cap allowed for any relocation expenses.
- The job description.

Faculty Responsibilities

Regardless of appointment type, all faculty have the responsibility to:

1. Treat students with dignity, respect and the highest expectations. However medical students are considered to be adults and should be treated accordingly. This means three things:
 - a. students are responsible for their own actions, including both maintaining appropriate behavior and meeting all requirements for the course as described in each specific syllabus.
 - b. students should not:
 - Be spoken to in an arrogant, disdainful, condescending or patronizing manner.
 - Be criticized or otherwise ridiculed in front of others (if a student needs to be corrected for any reason, all attempts should be made to address the matter in private).
 - c. expect your students to succeed (it has been shown that high, realistic, expectations from the instructor, as evidenced by enthusiastic and optimistic verbal and body language, translate into higher achievement by students.
2. Teach courses as agreed upon and assigned by the Department Chair
3. Maintain office hours for consultation with students. Office hours should be listed in their respective syllabi and possibly posted on their office doors.
4. Be evaluated. All faculty are evaluated by students, peers and by their supervisor. Faculty with 0.5 or more FTE will be reviewed by the Department Chair on an annual basis as detailed in the Faculty Handbook. Faculty will submit documentation of their achievements in teaching, research, scholarly activity, clinical practice, and service to the Department Chair who will then meet with the faculty member to review their performance and completion of annual goals. An independent review will also be completed by the Dean and any comments by the Dean will be provided to the faculty member.

In addition, all faculty with 0.5 or more FTE will be reviewed every five (5) years using a 360° mechanism that includes evaluations from students, staff, peers, the Department Chair, and other administrators at the University. The Department Chair will use the information to develop the written Annual Evaluation of the faculty member. This review will serve as the basis for retention or promotion. File copies will be provided to the faculty member and will be kept by the College and by the Department of Human Resources.

All faculty members with less than 0.5 full-time equivalent (FTE) and non-regular faculty will be reviewed by the Department Chair at least on an annual basis, with input from the appropriate Associate Dean or course coordinator.

5. Develop course syllabi (if course director). A syllabus is more than just information about a course; it represents a contract between the faculty member and students. Consequently, students should not be held responsible by course requirements which are not clearly stated in the syllabi (refer to *Appendix C* where you will find a general template for the syllabus used at CNUCOM)
6. Understand Student Classroom Attendance: although it is strongly recommended, it is not mandatory except when working in small groups.
7. Attendance at regularly scheduled meetings. The following is a list of “meeting types” along with a description of those whose presence is required:

- a. General Faculty Council Meeting: All faculty are expected to attend the Faculty Council Meetings usually held on a regular basis approximately once every two months.
 - b. Departmental Meeting: All faculty are expected to attend the Departmental Meetings usually held once per month.
 - c. New Faculty Orientation: All new faculty are required to attend the New Faculty Orientation (every 6 months- Spring and Fall).
 - d. Dean Executive Committee (DEC) Meeting: Dean position faculty and chair of Faculty Council are required to attend the weekly meetings.
 - e. Committee meetings: Serving on Committees is a duty of the faculty and every effort should be made to regularly attend committee meetings. Faculty who are unable or unwilling to regularly attend committee meetings, for significant reasons, should ask to be replaced in the committee in question.
8. Keep up-dated with information. CNUCOM relies on e-mail and the web to disseminate information. Your e-mail address will be added to our faculty list serve (COM Faculty <COM_Faculty@cnsu.edu>). This list serve will be used to pass on information to you. Please be sure and read email messages carefully and take whatever action is required.
 9. be collegial. Demonstrate cooperative relationships and skills with colleagues so that work can be conducted in a harmonious environment while maintaining independence of thought and action.
 10. Adhere to CNUCOM policies and procedures. As previously mentioned, these are included in the CNUCOM Faculty Handbook and the Employee Handbook.

Preparing the Course Syllabus

Refer to [Appendix C](#) where you will find a general template for the syllabus used at CNUCOM.

Academic Calendar

The curriculum at CNU College of medicine is spearheaded by a faculty highly motivated to educate its students in accordance with the highest professional standards in the science and practice of medicine in order to produce competent and successful physicians. The organization of the academic calendar is also designed to give our students every opportunity to excel in their performance and in so doing reflect on the quality of the Institution that has prepared them.

FIRST YEAR												
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
0	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5 6 7	Holide	1 2 3 4 5 6 7 8 9	1 2	3 4 5 6 7 8 9					
	Foundations	Heme	MSK		Neuroscience		CVP					
	Masters	Colloq	(MC)	Holide	MC (contd)		MC (contd)					
	Medical	Skills	(MS)	Holide	MS (contd)		MS (contd)					
SECOND YEAR												
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4 5 6 7 8	Holide	1 2 3 4 5 6 7	1 2 3 4	Holide	5 6 7	1 2 3			
	Endocrine	GI	Renal		Reproduction		Stages of Life		Beh Sc			
	Masters	Colloquium	(MC)	Holide								
	Medical	Skills	(MS)	Holide								
	Scholarly	Project	(SP)	Holide								
THIRD YEAR												
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	Ped-IN Ped-OUT	Int Med-IN Int Med-OUT	OB/G-IN B/G-OU	Emerg Med	HOLIDAY	Surg-IN Surg-OUT	Fam Med	Neur	Neur	Psyc	Psy	
	Fam Med	Ped-IN Ped-OUT	Neur	Neur		Int Med-IN Int Med-OUT	Emerg Med	Psy	Psy	Surg-IN Surg-OUT	OB/G-IN B/G-OU	
	Surg-IN Surg-OUT	Psy	Psy	Ped-IN Ped-OUT		Fam Med	Neur	Neur	Emerg Med	OB/G-IN B/G-OU	Int Med-IN Int Med-OUT	
	Neur	Neur	OB/G-IN B/G-OU	Surg-IN Surg-OUT		Ped-IN Ped-OUT	Psy	Psy	Int Med-IN Int Med-OUT	Emerg Med	Fam Med	
	Int Med-IN Int Med-OUT	Fam Med	Psy	Psy		OB/G-IN B/G-OU	Ped-IN Ped-OUT	Neur	Neur	Emerg Med	Surg-IN Surg-OUT	
	Int Med-OUT Int Med-IN	Neur	Neur	Emerg Med		Surg-IN Surg-OUT	Fam Med	Ped-IN Ped-OUT	Psy	Psy	B/G-OU OB/G-IN	
	Psy	Psy	Surg-IN Surg-OUT	Int Med-IN Int Med-OUT		Emerg Med	OB/G-IN B/G-OU	Fam Med	Ped-IN Ped-OUT	Neur	Neur	
	OB/G-IN B/G-OU	Emerg Med	Neur	Neur		Fam Med	Psy	Psy	Int Med-IN Int Med-OUT	Surg-IN Surg-OUT	Ped-IN Ped-OUT	
FOURTH YEAR												
Jul	Aug	Sep	Oct	Nov		Dec	Jan	Feb	Mar	Apr	May	Jun
	Sub Int	Sub Int	Sub Int	Sub Int	Sub Int	Holiday & Interview	Sub Int	Sub Int	Sub Int	Commencement		
	Electives	Electives	Electives	Electives	Electives		Electives	Electives	Electives			

At the end of every course, a week is set aside during which the students have time to review (also by asking for help from faculty who maintain an open-door policy during this time) any material with which they do not feel confident. After the first three days set aside for review, the Course exam as well as the Medical Skills and Laboratory exams take place on the last two days of the week.

Emergency Class Cancellations

For emergency cancellations: We hope you will not experience emergencies that will force you to cancel any scheduled class. However, should this happen, please contact your chair or the Office for Student Affairs as soon as possible. Every effort will be made to notify your students and a cancellation sign will be posted on the classroom door. Once you return to campus you will need to fill out the “Class Cancellation Form” (refer to *Appendix D* for a sample of the form to be used). Please get the appropriate form from the support staff that has been assigned to you.

Planned Absence from Class

For a planned absence from class: Sometimes important situations may arise (e.g jury duty, medical, etc.) that will require you to be absent from attending a regularly scheduled class. Should this occur, please be sure to inform your Course Director and get approval ahead of time from the Chair of the Department or the Dean and fill out the “Class Cancellation/Absence Form” as part of the approval process (refer to *Appendix D* for a sample of the form to be used). You should make every effort to find a colleague who can fill in for you (your Course Director will assist you with this) during your absence.

Appropriate Use of Technology

California Northstate University’s Electronic Assets are business assets and tools. Users are given access to Electronic Assets to assist them in the performance of their work duties and should not abuse that access. “User” means any employee, including temporary employees, managers, supervisors, independent contractors, consultants, volunteers, students, vendors, or other individuals or entities providing services to or performing other work for or on behalf of CNU who uses or has access to CNU’s Electronic Assets for such purposes. All communications should be appropriate to a business environment. Management retains the right to access any communications made utilizing California Northstate University (CNU) Electronic Assets.

The “Appropriate use of Technology” policy, found in *Appendix E*, governs the proper use of electronic assets. This policy applies to all Users of California Northstate University’s Electronic Assets.

Computer Assistance

Please contact computer support services by going through the steps indicated on the “Helpdesk Tutorial” (*Appendix F*) for any assistance with your office, lab, classroom or any computer you may be having trouble with or if you need to install software (**please do not do this yourself**). Follow the instructions indicated on the tutorial.

If you indicate “NEW FACULTY” from the pull-down menu in step 6 of the helpdesk tutorial, you will activate a series of procedures with computer support services that will set you up with furnishing you all the necessary initial IT-related material.

Access to & Assistance w/Electronic Mail

California Northstate University College of Medicine relies heavily on e-mail to communicate with faculty, staff & students relating to academic and University business. Therefore, it is crucial that all faculty have an active CNSU e-mail account (“@cnsu.edu”).

One of the first things that the computer support services will do after you are settled in your office is to equip you with a computer and e-mail address. Should this not occur, please contact your support staff that has been assigned to you when you were hired.

Identification Badge

The CNUCOM ID badge is a multipurpose card which not only serves for proper identification of the faculty member but also as a key to open all doors which allow entry into the University and the corridors and didactic rooms of the College of Medicine. The card bears the Faculty’s photograph, bar code, and an internal RFID strip.

You will be furnished an ID badge from the IT department.

The ID Badge is the property of CNU College of Medicine and must be in the Faculty’s possession and shown at all times.

Dealing with Student-Related Issues

Serving as Faculty Advisor to Students

California Northstate University recognizes the important role that faculty play in the development of young professionals. Faculty serve as role models for students. As such, faculty may be asked to serve as Faculty Advisors to students. The role of the advisor is to serve as academic counselor and professional mentor. In this capacity, the advisor helps to monitor the student’s progress and assists in evaluating the student’s academic portfolio.

In the capacity of student advisors, CNUCOM also recognizes the figure of the “College Master” who, besides being a Faculty member of the Department of Medical Education with teaching, research and service obligations, also serves as a four-year advisor for approximately 10 to 20 students.

College Masters will play a valuable role in helping students by being proactive in identifying and addressing evolving academic problems before these problems develop into serious academic difficulties. One of the functions of a College Master is to foster a collegial, helping relationship with his/her advisees which leads to facilitation of a student’s learning process and successful progression through the curriculum.

A goal of the academic advising system is to prevent a student from falling into academic difficulty through early evaluation and intervention. The College Master will have access to the student's academic record and will be notified by the Office of Student Affairs of any early alert reports that have been filed about their students (see *"Refer a Student Using Early Alert Report"* page 23).

Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, grants all eligible students the right of access their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. California Northstate University policy does not permit access to or release of student records to any party except as authorized by this law.

As a faculty member you have a responsibility to protect education records in your possession. You have access to information only for legitimate use towards the completion of your responsibilities as a College of medicine employee. If you are ever in doubt, do not release any information until you talk to the office responsible for student records. Although some information, referred to as "Directory Information", can be released without the student's written permission, the student may opt to consider this information confidential as well. It is wise to always contact the Registrar's Office before releasing what may be considered "Directory Information" in order to determine whether the student has chosen to not disclose and to be certain that any release is consistent with college policy.

What follows are some important reminders concerning what a faculty member should **NOT DO** according to FERPA:

- 1) Display student scores or grades publicly in association with names, social security number (or any portion of it), student ID numbers or any other personal identifiers
- 2) Display papers or lab reports containing student names and grades in publicly accessible places (students should not have access to the scores and grades of others in the class)
- 3) Circulate an attendance sheet or provide anyone with lists or files that indicate the names and ID numbers of students.
- 4) Provide anyone with student schedules or assist anyone in finding a student on campus
- 5) Access the records of any student for any reason other than to perform your job duties
- 6) Share student education record information (including grades or grade point averages) with other faculty (or staff) members of the College/University unless their official responsibilities identify their "legitimate educational interest" of that information for that particular student.
- 7) Discuss the progress or share information from student education records (including grades or grade point averages, letters of recommendation) with anyone other than the student (including parents) without the signed, dated and written consent of the student.

Please refer to ***Appendix G*** for the rights that students are afforded under FERPA with respect to their education records.

Confidentiality of Student Health-Related Information

The U.S. Department of Health and Human Services (“HHS”) issued the “Privacy Rule” (*Standards for Privacy of Individually Identifiable Health Information*) to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”). A major goal of the Privacy Rule is to assure that individuals’ health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public’s health and wellbeing. The Rule strikes a balance that permits important uses of information, while protecting the privacy of people who seek care and healing.

There are no restrictions on the use or disclosure of de-identified health information. De-identified health information neither identifies nor provides a reasonable basis to identify an individual.

To view the entire Rule, and for other additional helpful information about how it applies, see the OCR (Office of Civil Rights) website: <http://www.hhs.gov/ocr/hipaa>.

Student Religious Observance Policy

Respect for diversity is one of CNU College of Medicine’s core values extending to all aspects of its community. CNUCOM will do everything possible to provide reasonable accommodations pertaining to religious beliefs and practices in response to a formal written request from the student. However, such accommodations cannot be guaranteed in circumstances where granting the request would create an undue burden on faculty, negatively affect other students who are participating in the scheduled educational activity, or jeopardize patient care

Please refer to *Appendix H* for a copy of the ‘Student Religious Observance’ Policy

Children in the Academic Environment

Students are not allowed to bring children into the academic environment (e.g. classrooms, laboratories, patient care settings, etc.) or leave them unattended while involved in campus activities. CNUCOM will not be held responsible for injury, illness, or expense thereof for children brought to college property by parents who are attending classes and/or campus activities.

Should this occur, it must be addressed immediately for reasons of safety and liability. Students may present various excuses any of which may be valid. However, you as the instructor will need to insist that the student take their child out of the classroom and not leave him/her unattended.

Guidelines for Professional Behavior & Conduct for the Teacher/Learner Relationship

The California Northstate University College of Medicine is committed to maintaining the highest standards of academic performance, professional behavior, personal integrity, and respect for each other as individuals. These standards apply to all individuals associated with the educational experience.

The College’s goal is to provide a learning environment that supports self-assessment, inquiry, and life-long learning. Graduates of the College are expected to achieve a level of competence in the prescribed curriculum and to demonstrate appropriate professional behavior in class participation, during examinations, and in all interactions with faculty, staff, peers, and patients. It is anticipated that these standards of personal conduct and integrity will be upheld not only in the academic setting but also within the community.

It is expected that the teachers and learners will be on their honor to maintain the highest standards of professional behavior in all aspects of training. Both also must be respectful of the special nature of the physician-in-training status in how they conduct themselves in the presence of patients and maintain patient confidentiality. Integrity is considered to be an essential personal quality for successful completion of the M.D. program. Upholding the standards of professional and personal conduct includes both acquiring and demonstrating the behavioral patterns and attitudes consistent with the physician's oath taken at the time of graduation, being accountable for one's own conduct, as well as assuming responsibility for the professional behavior of one's colleagues within the medical profession. In this regard, the teachers are expected to provide role modeling that will enhance the learners' ability to incorporate appropriate behaviors into their professional development.

The College of Medicine also believes that the provision of an atmosphere in which individuals can learn from each other in a supportive environment and in which there is recognition of the dignity and worth of each person is essential to its mission. The members of our community come from many different backgrounds and include different races, religions, sexual orientations, ethnic ancestries, and socio-economic status. Learning to understand the differences among us, as well as the similarities, and how to integrate culturally competent skills in our communications at all levels is an important dimension of education. It is hoped that we would all seek to appreciate the richness and personal growth that this diversity provides to us as members of the medical school and university community.

Student Mistreatment

A policy exists (see *Appendix I*) whose purposes are to outline expectations of behaviors that promote a positive learning environment for CNUCOM medical students and other learners and to identify grievance procedures to address alleged violations. This policy offers a definition of these expectations through its Learning Environment Statement, provides examples of unacceptable treatment of medical students, and describes the procedures available to report incidents of mistreatment in a safe and effective manner.

CNUCOM is committed to assuring a safe and supportive learning environment that reflects the institution's values of professionalism, respect for individual rights, appreciation of diversity and differences, altruism, compassion, and integrity. Mistreatment of medical students is unacceptable and will not be tolerated.

Disruptive or Disorderly Behavior

California Northstate University College of Medicine has procedures in place to assure each student and course instructor that the classroom environment is supportive of teaching and learning. The procedure outlined below is intended to deal with the problem of the student who is perceived to be disruptive in the classroom. A disruptive student is defined as a student who engages in behavior in the classroom that interferes with the process of teaching and learning. Disorderly conduct includes but is not limited to:

- a) Disrupting a class in progress
- b) Physically or verbally assaulting another being
- c) Discriminating, threatening, demeaning another being
- d) Dishonest behavior

The California Northstate University Student Code of Conduct governs student behavior and expectations and outlines procedures for reporting disruptive behavior to the Associate Dean of Student Affairs and Admissions.

Procedure for Dealing with Incidents of Disruptive Behavior

1. Any student whose classroom behavior is judged by the instructor to be disruptive shall be informed by the instructor that his/her actions are disruptive. The instructor shall:
 - a) **Explain** how the behavior disrupts the teaching/learning process,
 - b) **Inform** the student that if the behavior continues it will be reported to the Associate Dean of Student Affairs and Admissions, and
 - c) **Request** that the student cease the behavior.

This explanation and request may take place in the classroom at the time of the behavior or at another time and place deemed appropriate by the instructor (e.g. during office hours).

2. A student may be dismissed by the instructor from any class period in which disruptive behavior persists following the instructor's request that it cease. Attendance at subsequent class periods is allowed unless the disruptive behavior continues. If the student refuses a request by the instructor to leave the classroom following persistent disruptive behavior, the instructor should call the Associate Dean of Student Affairs and Admissions immediately.
3. If, at any time, the instructor believes the student poses a physical threat to himself/herself or to other students, Security and the Associate Dean of Student Affairs and Admissions should be called by the instructor. The Associate Dean of Student Affairs and Admissions should notify the Dean of the COM as well as the Chair of the University Safety and Security Committee.
4. If a student's disruptive behavior continues following the request that it cease, the instructor shall refer the case to the Associate Dean of Student Affairs and Admissions for handling. The Associate Dean of Student Affairs and Admissions will deal with the case according to established student disciplinary procedures. Disenrollment from the class is a disciplinary sanction that may be used.
5. A student involved in an incident of disruptive behavior who believes he/she has been improperly treated may seek relief through established university student grievance procedures.

Dishonesty in academic matters

For addressing dishonesty in academic matters, please refer to the "Honor Code" found in *Appendix J*.

The Honor Code of California Northstate University College of Medicine (CNUCOM) is a formal code of conduct that emphasizes the four core principles of **respect, honesty and integrity, legal and ethical behavior**, and **professionalism**, to which all students, faculty, and staff are held responsible for maintaining.

All students, faculty, and staff of the CNUCOM community are required to follow all applicable provisions of this Honor Code. We are all personally responsible and accountable for maintaining an environment and culture of respect, honesty, integrity, legal and ethical behavior, and professionalism. This environment and culture shall be extended off campus when dealing with a CNUCOM related

matter or a member of the CNUCOM community, including, but not limited to patients, clinical clerkship sites participating in the CNUCOM clinical education program. It is understood that teamwork is necessary for ensuring and sustaining an environment and culture that support these core principles and related values.

Any and all violations of the Honor Code are processed as appropriate, by filing an “Honor Code Violation Report” (*Appendix K*) with the Office of Student Affairs and Admissions (College of Medicine), or the responsible governing body. Any person accused of academic or non-academic violations will be afforded fair jurisprudence and due process of law. Violations of an academic, professional or other nature are subject to appropriate disciplinary action, which may include, but is not limited to, warning, probation, remediation, suspension, dismissal, expulsion, or legal prosecution.

Challenging a grade

A student can file an appeal if there is a disagreement with a final course grade. The appeal must be submitted within seven (7) business days of posting the grade online. The student must initiate a formal grade appeal process in writing and present the appeal to the Course Director (1st and 2nd year students) or to the Clerkship (or, Sub-I, or Elective) Director (3rd and 4th year students). The grade appeal form is located on the school’s website (*see Appendix L*).

The Course/Clerkship Director will respond to the student in writing within ten (10) business days. If the issue cannot be resolved, the student has two (2) business days to appeal in writing to the Senior Associate Dean of Medical Education and Accreditation, who renders a decision in writing within ten (10) business days of receipt of the formal appeal.

If the Senior Associate Dean of Medical Education and Accreditation cannot resolve the appeal, an Appeals Committee will be formed to render a decision in writing after receipt of the formal appeal. If the Appeals Committee cannot resolve the appeal, the student may submit an appeal in writing to the Dean. The student has two (2) business days to submit an appeal in writing to the Dean. The Dean will render the final decision in writing within ten (10) business days of receipt of the formal appeal. The decision of the Dean is final.

It is expected that a grade appeal be resolved within 60 days of appeal submission.

If a grade appeal is approved, the Course/Clerkship Director must complete a Grade Change Form (*see Appendix M*) and submit the form to the Registrar so that the grade can be changed on the transcript.

Refer a Student Using Early Alert Report

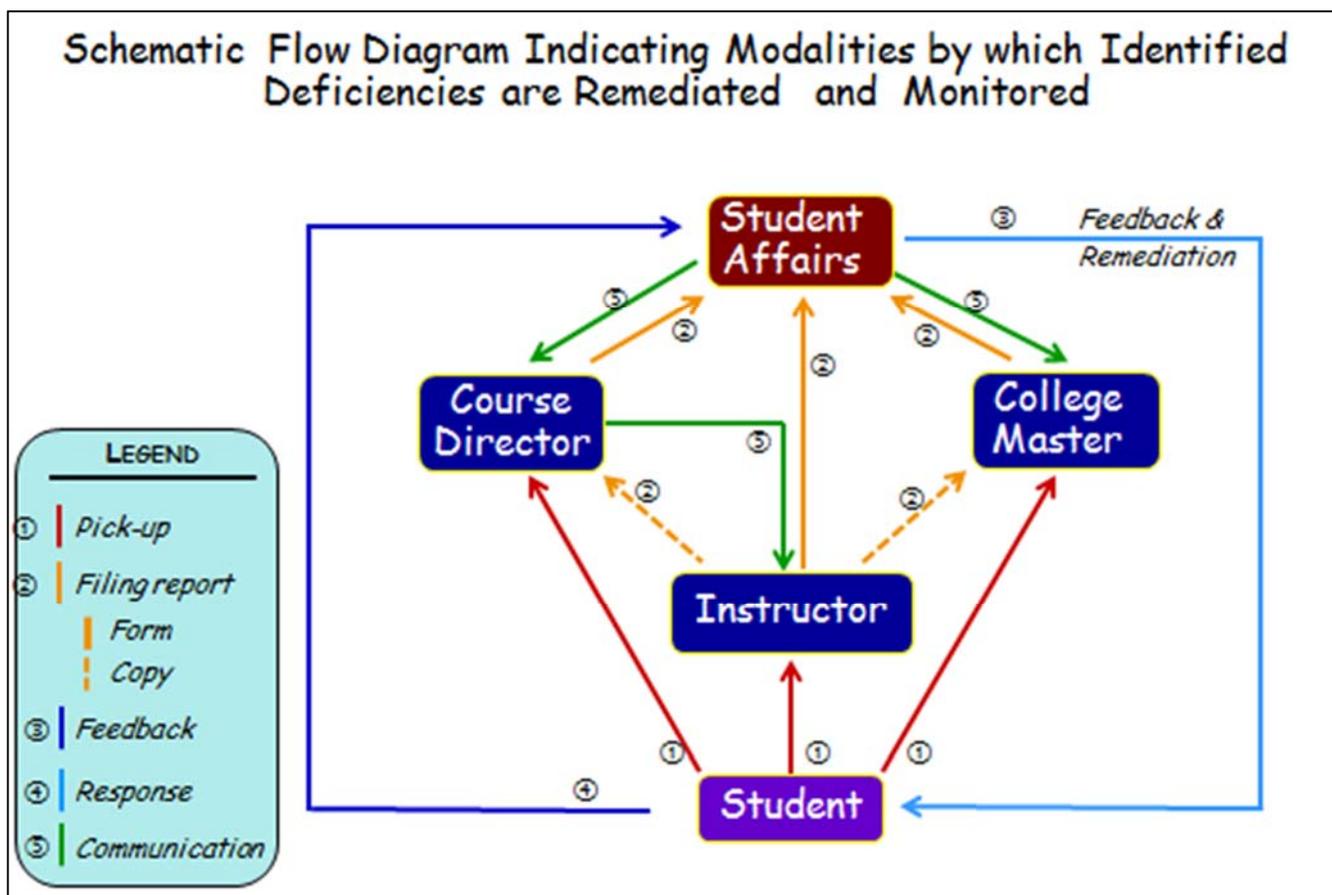
At California Northstate University College of Medicine we do everything possible to help our students succeed—even when they fail to make the needed effort. Often times a good word of encouragement and admonition from the teacher will jump start a student.

However, there are times when the student will benefit from speaking with an advisor or counselor in Student Services. If any of your students are not attending class on a regular basis, or are performing poorly in your class from an academic, behavioral or professional point of view, please submit an Early Alert Report to the Office of Student Affairs using the form located in *Appendix N*.

It should be made clear that what follows is a description of the procedures that are enacted as an “early” alert event, which usually implies before summative evaluations are assigned.

The figure below depicts the flow diagram by which identified deficiencies in a student are picked-up (①) by faculty who may be either in direct contact (e.g. Course Instructor, College Master) or in indirect contact (Course Director through results of formative assessments) with the student’s performance. The involved faculty communicates (②) the problem to the Office of Student Affairs using the appropriate “Early Alert” form, and also sends copies of the form to other faculty involved with the student. The Office of Student Affairs, through the activation of appropriate advisors (e.g., Academic Skills Specialist, student’s College Master, etc.), gives a feedback (③) to the student as well as providing any necessary remediation recommendations. The Student in turn responds (④) to the Office of Student Affairs with questions, concerns, results of the remediation program, etc. The Office of Student Affairs ultimately communicates (⑤) the actions taken by the Office and the outcome results of the remediation program to:

- a) the College Master, if the form was filed from that person, or
- b) both the Course Director (who will inform the Instructor who filed the initial report), as well as the Student’s College Master (as the student’s mentor/advisor) whose duties are to follow-up and monitor the student.



If a student fails a summative examination, an Academic Counseling Team (ACT) will be formed composed of the student’s College Master, Academic Skills Specialist, the director of the course in which the exam was failed, and the Associate Dean of Student Affairs, Admissions and Outreach. The goal of the ACT is to provide prompt and effective interventions to correct academic deficiencies.

If a student fails a second summative examination, a “Case Conference” will be held. A “Case Conference” is called by the Associate Dean of Student Affairs, Admissions and Outreach and will also include the:

- a) Senior Associate Dean of Medical Education and Accreditation,
- b) Director of Student Affairs, Admissions and Outreach,
- c) College Master,
- d) Course directors of the classes where the student received the unsatisfactory examinations, and
- e) Director of Medical Skills.

The purpose of this conference will be to determine if there are any recurring themes (attitudes, behaviors, etc.) which may be contributing to the student’s difficulty and to develop a specialized recommendation for the student. Subsequent to this conference, the Associate Dean of Student Affairs, Admissions and Outreach will meet with the student and discuss this recommendation.

Faculty Code of Professional Ethics

Faculty members are expected to act at all times in a manner befitting members of their profession. Faculty members are expected to maintain and exhibit the highest level of integrity in all of their behaviors in education, research, scholarly activity, clinical practice, and service. They should conduct themselves with respect for others and should serve as models of their profession to their students and their community.

Providing the best climate within which a student can learn and grow intellectually is a major professional contribution that the faculty member can make to the development of students. This includes frequent and active presence on campus, student counseling and advising, and participation in the activities that promote interaction between student life and the academic environment.

With the understanding that California Northstate University seeks to provide and sustain an environment conducive to education, scholarly exchange and faculty and student development, the following are codes of faculty conduct:

1. The primary responsibility of faculty is to promote respect for knowledge, inquiry, and education. Faculty members are free to execute their teaching responsibilities in a manner that they determine to be appropriate. Faculty conduct must not, however, diminish or interfere with their responsibility to maintain proficiency and competency in the discipline(s) that they teach. Faculty member conduct must ensure that classes are held as scheduled and that students are not denied opportunities to learn in the normal course of the academic term. Faculty members must never exercise their professional position as a means to coerce or intimidate students to accept unethical or incompetent behavior.
2. Faculty members must not discriminate among their colleagues, staff, or students on the basis of age, color, creed, marital status, medical condition, national or ethnic origin, race, religion, gender, sexual orientation, political affiliation, disability, genetic information, amnesty, or status as a covered veteran in accordance with applicable federal, state, and local laws or any other individual personal attribute that is independent of professional interaction. Faculty member objectivity in evaluation of student competence is an essential standard of faculty member conduct. Faculty members must not use racial, ethnic, or religious slurs against another faculty member, staff, or student.

3. Faculty members must abide by the policies established regarding sexual harassment or any other forms of harassment.
4. Faculty members must refrain from threatening bodily injury, assault, sexual harassment, or emotional trauma against students, faculty, or other staff.
5. Faculty members should promote academic honesty through teaching and example. Faculty members must neither facilitate nor ignore instances of dishonesty.
6. Faculty members should respect the confidentiality of individual faculty– student interactions. Faculty members should exercise foresight and maturity in conversation and activities with students.
7. Dating or engaging in sexual relationships with students is forbidden and may constitute grounds for dismissal.
8. In the exercise of scholarship, faculty members must conduct themselves honestly and must not intentionally misappropriate the work of others. Faculty members are obligated to adhere to all established copyright and ownership guidelines.
9. Faculty members must demonstrate respect and fairness in the use of university resources and facilities. Faculty members should use university property only in the pursuit of their responsibilities as members of the faculty.
10. Faculty members must maintain strict confidentiality when requested with respect to colleague evaluation and personnel matters. Anonymity in peer-review for the purposes of promotion and advancement is an essential standard of ethical conduct.
11. Faculty members must not exercise professional seniority as a means to coerce or intimidate the behavior or activity of university staff or junior colleagues.

Statement on Professional Ethics

The *Statement on Professional Ethics* found in the **Appendix O** sets forth general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession. Faculty members are required to sign the “Statement on Professional Ethics” with the beginning of their employment.

Dress Code Policy

California Northstate University (CNU) considers the image that its faculty conveys to students, other employees and the public to be an important factor in success.

CNU and CNUCOM require all employees to dress in good taste and observe good habits of grooming and personal hygiene. Clothing should be neat, clean, not creating undue distractions, and consistent with safety guidelines. Hair and nails must be trimmed and neat. Beards and mustaches may be worn if they are kept neat and well-trimmed. Make-up, jewelry and other accessories should be appropriate for business and the employee’s specific job function. Dress code requirements may vary based on job function, gender, level of client contact, safety issues and other business considerations; in general, “business” attire is expected. If you are uncertain as to the appropriateness of a specific clothing item, accessory or style of dress, please consult the *CNU College of Medicine Dress Code Policy (Appendix P)*.

Faculty Code of Conduct

It is the intent of the Faculty Code of Conduct to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the mission of the University as an institution of higher learning.

The University seeks to provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values, and to furthering the search for wisdom. Effective performance of these central functions requires that faculty members be free within their respective fields of competence to pursue and teach the truth in accord with appropriate standards of scholarly inquiry. The faculty's privileges and protections rest on the mutually supportive relationships between the faculty's special professional competence, its academic freedom, and the central functions of the University. These relationships are also the source of the professional responsibilities of faculty members.

Refer to *Appendix Q* for the "Faculty Code of Conduct Policy". Part I of this Code sets forth the responsibility of the University to maintain conditions and rights supportive of the faculty's pursuit of the University's central functions; whereas, Part II elaborates standards of professional conduct, derived from general professional consensus about the existence of certain precepts as basic to acceptable faculty behavior. In Part II a clear distinction is made between statements of (1) ethical principles, and (2) types of unacceptable behavior.

Conduct which departs from these precepts is viewed as unacceptable because it is inconsistent with the mission of the University.

Conflict of Interest

The College of Medicine recognizes that external consulting, research, and educational or other scholarly activities are a proper and common feature of academic employment which contribute to the professional development of the individual and extend the College's missions of teaching, research, and service. The College of Medicine permits, and indeed encourages, a limited amount of such activities where they:

1. Provide the individual employee with experience and knowledge valuable to teaching, research, or scholarship,
2. Involve suitable research or scholarship through which the individual may make a worthy contribution to knowledge, or
3. Constitute a public service, as long as they do not present unacceptable conflicts of interests or create conflicts of commitment with respect to the individual's obligations to the College of Medicine duties.

The fundamental premise of this policy is that each member of the California Northstate community has an obligation to:

- a) Act in the best interest of the University,
- b) Further the mission of the University, and
- c) Not let financial interests interfere with the principal goals of the University.

This policy is intended to increase the awareness of all the University employees and the Trustees to the potential for conflicts of interest, and to establish procedures whereby such conflicts may be avoided or properly managed.

Please refer to the “California Northstate University Policy on Conflict of Interest Relating to Employees” in Appendix **R** for a detailed explanation of the Principles and Procedures associated with the Policy.

Faculty Mentoring

The mentoring program at CNUCOM provides a structured relationship between a faculty member with experience (mentor) and a faculty with less experience (e.g., new faculty or mentee). The goals of the mentoring program may be summarized as follows:

1. Assist new faculty (mentee) to adjust to their new environment with learning about, balancing and executing their academic responsibilities.
2. Assist faculty (new or interested established faculty) to meet high standards of rigor, depth and innovation in scholarship and to realize their full potential as scholars, teachers, and members of the academic community.
3. Provide role models of scholarly excellence in the areas of teaching, research, and service.
4. Provide the mentee with regular feedback regarding his/her development.
5. Assist the mentee in planning their careers and in attaining their academic goals.

The purpose of a mentoring program is for the mentee to capitalize on the mentor’s experience and enhance the probability of success.

To request a mentor, please complete the form found in *Appendix S*, place it in the included envelope, and leave it at the Office of Faculty Affairs. The Mentoring Advisory Committee will carefully review your application, take into consideration the best possible match based on scholarly and professional interests as well as common personal characteristics, and attempt to match you with an appropriate Mentor. A mentee may choose more than one mentor or choose to be paired in a mentoring group, in order to enrich his/her exposure to different opinions and experiences.

Following completion of the first year, the mentee may remain with the originally assigned mentor or may change (without the need to state a reason) by selecting a mentor (from a list of available mentors) that match his/her interests in teaching, research, or service. Mentees should contact the **Mentoring Advisory Committee** to ensure that the chosen mentor is willing/able to work with the mentee.

The Mentoring Program is part of the faculty member’s overall academic development in the areas of teaching, research, and service. Please refer to *Appendix T* for a more detailed description of the program.

Library Resources

The Library and Learning Resource Center is located on the second floor of the building at the top of the stairs. The Center includes several group and individual study areas with total seating for one hundred. The book room holds the physical collections and is located in the northwest corner of the Center. Books

and other physical items are cataloged online. To view the Library catalog and to access other electronic materials, go to the Library's web page at <http://pharmacy.cnsu.edu/student-services/library-learning-resources>. Under the link for Library catalog is the link to electronic databases. Simply click on the link and enter your e-mail address (without the @cnsu.edu) and your password (if you change your e-mail password, it will be automatically updated in the Library system). Then select the resource you wish to access. If you are unable to find the full text of an article, please contact Scott Minor (sminor@cnsu.edu). Mr. Minor will be able to assist you in finding the article online or will be able to order a copy through the DOCLINE interlibrary loan system.

Currently library hours are from 6 AM to 9 PM every day. Professional librarians are available from 8 AM to 6 PM, Monday - Friday, except on holidays. At other times, trained student assistants are available for routine library requests. Two high-volume laser printers and a color printer are available.

Campus Security

The California Northstate University (CNU) system maintains a strong interest in the safety and security of its students, personnel, and constituents through education, communication, and investigation. Ultimately, we are all responsible for the safety, security and wellbeing of our campus community and the safety net only remains effective when individuals take the time and responsibility to report and document potentially dangerous activity. As such, all students, faculty, staff, and non-university personnel are strongly encouraged to report any suspicious or criminal activity that occurs on any campus or non-campus property, or any adjacent public property. Anyone who witnesses suspicious or criminal activity should find or contact onsite security or any school official (*see below "Campus Security Authorities"*) to assist you with recording the incident in the daily crime log, and if necessary, help you contact local law enforcement for additional support. The "*Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*" (20 USC § 1092(f)) is a federally mandated law that requires universities, both public and private, to disclose information about violent crime that occurs in, on, and around their respective campuses

Through various outlets, the University provides information to the campus community concerning the campus security procedures and practices and how the University is exploiting technology, relationships with law enforcement and education of its employees to prevent crimes or their recurrence.

For California Northstate University faculty and staff, safety and compliance training will be conducted during the first week of their employment, at annual communications presented at departmental and town-hall meetings, and under the following circumstances:

- 1) Any time employee duties change
- 2) Whenever response methods (to emergency situations) are updated, due to resource or personnel changes
- 3) Annually, when prescribed by either the federal or California state governments
- 4) Annually, when prescribed by the University administration

Basic safety training and subsequent expectations for faculty and staff will generally consist of the following elements:

- 1) Employee duties upon discovering an emergency
- 2) Procedures to be followed upon notification of an emergency

- 3) Be familiar with the building evacuation routes and evacuation locations (See posted maps in common areas, offices, and research spaces)
- 4) Methods of alerting employees of an emergency
- 5) Actively participate in mandated drills and training

For students and employees who engage in research activities, special laboratory safety training is provided. This information is currently presented by the University Laboratory Manager or the Vice President of Research to incoming new faculty members for policy alignment and compliance purposes. Primary safety training documentation is available for review by submitting a formal written request, by e-mail, to the University Laboratory Manager.

Live drills serve as a functional test of our emergency systems, while simultaneously serving as an educational tool for the campus community. Campus drills are routinely conducted twice a year, with a fire response drill occurring in the fall and an active shooter drill/seminar conducted in the spring time.

In addition to specific training and drills, the University understands its role in attempting to prevent certain dangerous and/or harmful behavior and thus works together with the Office of Student Affairs and Admissions (OSAA) and the Office of Human Resources to offer educational programs and activities which reflect the University's commitment to a safe and secure learning and working environment. The educational goals of these programs include:

- 1) The prevention of drug and alcohol abuse and sexual violence on campus, and
- 2) To provide relevant resources to those suffering from drug and alcohol abuse and/or sexual violence.

Campus Security Authorities

- Security Officer (Daytime): Kyree Lomack: (916) 432-7615 or klomack@cnsu.edu
- Security Officer (Nighttime): William Moss: (916) 420-0169 or William.moss@cnsu.edu
- Chair of the University Safety and Security Committee: Scott Minor, (916) 390-8363 or SMinor@cnsu.edu
- Vice President, Operations: Grant Lackey, (916) 686-7300 Ext 113 or Grant.Lackey@cnsu.edu
- Facilities Manager: Bryce McEfee (Avison Young property management): (916) 426-3584 or bryce.mcefee@avisonyoung.com
- Associate Dean for Student Affairs and Admissions (*for student related matters*): Xiaodong Feng, (916) 647-0455 ext. 145 or xiaodong.feng@cnsu.edu

Detailed information may be found in the "Annual Security Report" document located at <http://pharmacy.cnsu.edu/annual-security-report>

Parking

All vehicles which park in the California Northstate University parking lot need a parking permit. Parking permits are free, however, you must submit a request for a parking permit (see *Appendix U* for application). All employees must fill out and bring the application to the front desk in order to receive a parking permit. Park only in the “Employee Parking” area or “Executive Parking” area if so designated. Do not park in areas reserved for handicapped persons (unless you qualify). Vehicles which are illegally parked may receive parking violations from the Municipal police force.

Our security staff will be checking cars for valid permits in designated areas.



New Faculty Orientation Evaluation

In *Appendix V* you will find a copy of the evaluation form shown below. The Office of Faculty Affairs would greatly appreciate that you provide a feedback on the content of this “New faculty Orientation” binder by filling out the evaluation form and making sure that you also give candid comments so that we may continuously improve on the initial information that is conveyed to new faculty.

New Faculty Orientation Evaluation Form

	Strongly Disagree	Disagree	Agree	Strongly Agree
1) The topics covered in the booklet were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) The depth of the information covered under each topic was sufficient to give me an adequate idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) The material presented was easily understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The course layout was easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) The content of the booklet helped me comprehend my job expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) The content of the booklet helped me understand the culture of the College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Comments
The following information would have been valuable to add to the Orientation booklet	
Suggestions to improve the content/process of the Orientation	

*Please provide us with your comments below, particularly, if you answered “Strongly Disagree” or “Disagree” for any of the statements numbered from 1 to 6.

The feedback you provide to the Office of Faculty Affairs will assist us with improving the quality of the information made available in the orientation booklet to new Faculty. Your participation in this process is greatly appreciated.