

The City College  
of New York

CUNY School of Medicine



# FACULTY HANDBOOK

Revised September 2021

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## Introduction

### **Mission**

The mission of CUNY School of Medicine (CSOM) at the City College of New York is to train competent, broadly educated, highly skilled medical practitioners who provide quality health services to communities historically underserved by primary care practitioners. CSOM recruits and educates a diverse, talented pool of students to its BS/MD and Physician Assistant programs, expanding access to medical education to students from underserved communities, those with limited financial resources, and those from racial or ethnic backgrounds historically underrepresented in the medical profession. CSOM's programs achieve academic excellence through rigorous curricula in clinically-oriented basic sciences, population health, behavioral and socio-medical sciences, primary care, research, exposure to a variety of health care settings, and professional development.

### **History**

The CUNY School of Medicine was founded upon the Sophie Davis School of Biomedical Education (SDSBE), a longstanding school of the City College of New York (CCNY), one of the senior colleges of the City University of New York (CUNY). The University dates to the founding of the Free Academy in 1847 by Townsend Harris, a businessman and first US diplomat to Japan, who set upon a mission to provide public higher education to academically qualified young men. The Academy quickly grew into an expansive campus that subsequently became known as the College of the City of New York – presently the City College of New York, the flagship college of the City University of New York (CUNY). Today, CUNY is the nation's largest public university, spanning 25 campuses across the five boroughs, and is comprised of 11 senior colleges, 7 community colleges, an Honors College, and 7 graduate and professional schools, collectively serving more than 500,000 students. (To read more about CUNY's history, see <https://www.cuny.edu/about/history/>.)

CCNY offers an affordable education to a diverse student population and strives for excellence in its wide-ranging undergraduate and graduate programs. The College's commitment to excellence is exemplified by its emphasis on scholarly research and the integration of research with teaching.

In 1973, CCNY expanded its mission to include the medical education of talented youth from backgrounds historically underrepresented in medicine, and created a baccalaureate degree program in biomedical sciences on an experimental basis. In 1977, the New York State Board of Regents granted approval to offer the program on a permanent basis, and established the Sophie Davis School of Biomedical Education (SDSBE) with the generous support of the Commonwealth Fund and of Leonard and Sophie Davis – City College alumni and founders of the Colonial Penn Group of insurance companies. The biomedical education program was designed to address the longstanding challenges of attracting physicians to primary care specialties and to the geographic areas of greatest need in New York State. High-achieving high school graduates were admitted to an accelerated program that integrated the requirements for a baccalaureate degree with the content of traditional preclinical medical education curriculum. Successful students were subsequently

matched to partner medical schools to which they transferred as 3<sup>rd</sup>-year medical students to complete their clinical (clerkship) training and for conferral of the MD degree.

In 2011, SDSBE embarked on a major strategic planning process to define the course of its future. The principal recommendation that emerged from this process was to transform SDSBE from its existing structure into a fully accredited BS/MD degree-granting medical school, with the three-fold aim of (a) enabling the program to further support and maintain its mission of training primary care physicians who practice in medically underserved communities, (b) ensuring a more seamless transition of our students from the traditional basic science education years to the clerkship phase of their education, and (c) guaranteeing the availability of clerkship slots for its students.

A preliminary proposal to develop an accredited MD program was approved by CUNY's Board of Trustees in November 2013, and in June 2015, the proposed MD program received preliminary accreditation status from the Liaison Committee on Medical Education (LCME) – the nationally recognized accrediting body for medical education programs in the U.S. and Canada. Authorization to confer the MD degree was granted by the NY State Board of Regents in 2016. In February 2016, the school was renamed the CUNY School of Medicine, and in the fall of the same year, the charter class matriculated into the MD segment (Year 4 of 7) of the program. The program graduated its first MD class in June 2020.

In addition to the BS/MD program, the School offers a physician assistant (PA) program leading to the Master of Science degree in Physician Assistant Studies. Established in 1970 as a joint project of the Harlem Hospital Center and the Columbia University School of Public Health, the PA Program is one of the oldest in the country, founded only five years after the birth of the profession. The Program was developed to train individuals with health care experience to practice primary care in communities of greatest need. The first class was admitted in 1971. In 1972, the Program developed an academic affiliation with Antioch College which continued until the New School for Social Research assumed responsibility from 1974-1978. In 1978 the Program developed a partnership with the Sophie Davis School of Biomedical Education of the City College of New York (CCNY) as an upper-division baccalaureate program. In 2016, the 28-month undergraduate program transitioned to a graduate level program of the CUNY School of Medicine (CSOM).

The CSOM's programs lead to three academic degrees (conferred by CCNY):

- Bachelor of Science (BS) in Biomedical Sciences
- Master of Science (MS) in Physician Assistant Studies
- Doctor of Medicine (MD).

## **Accreditation**

The CSOM is a division of the City College of New York (CCNY), which is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The college's accreditation status was reaffirmed by the MSCHE in 2019. The next self-study evaluation is due in 2026-27, with a mid-point peer review in 2023.

In June 2018, the BS-MD program received Provisional Accreditation status from the Liaison Committee on Medical Education (LCME), the accrediting body for medical education programs leading to the MD degree in the U.S. and Canada. Provisional status was renewed in June 2020; a limited survey visit is pending in October 2021.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) defines educational standards and evaluates PA programs across the U.S. The ARC-PA granted Accreditation-Continued status to the CUNY School of Medicine's PA Program; the program's next validation review is pending in September 2024.

## **Organization and Governance**

### **○ The CUNY Board of Trustees**

The principal purpose and function of the Board of Trustees is to preserve, enhance, and improve the University as an institution of the highest quality and standards, with a faculty and administration charged to fulfill both the general and specific missions of the University: to educate and serve the people of New York City, to constitute an urban-oriented institution of higher education, and to engage persistently in the search for knowledge and truth. The Board of Trustees consists of seventeen members: ten appointed by the governor of New York, five appointed by the mayor of New York City, plus the chairperson of the university student senate (ex-officio) and the chairperson of the university faculty senate (ex-officio). The authority to appoint the University Chancellor rests with the Board of Trustees.

### **○ CUNY Chancellor**

Reporting to the Board of Trustees, the Chancellor serves as the university's chief executive, educational and administrative officer and as the Board's chief administrative officer, responsible for implementing the Board's institutional policies. The Chancellor also serves as chairperson of the university's Council of Presidents, exercising leadership in the work of the council.

### **○ CCNY President**

The CCNY President is charged with the administration of the College. The President reports to the CUNY Chancellor and serves at the pleasure of the Board of Trustees for an indefinite period.

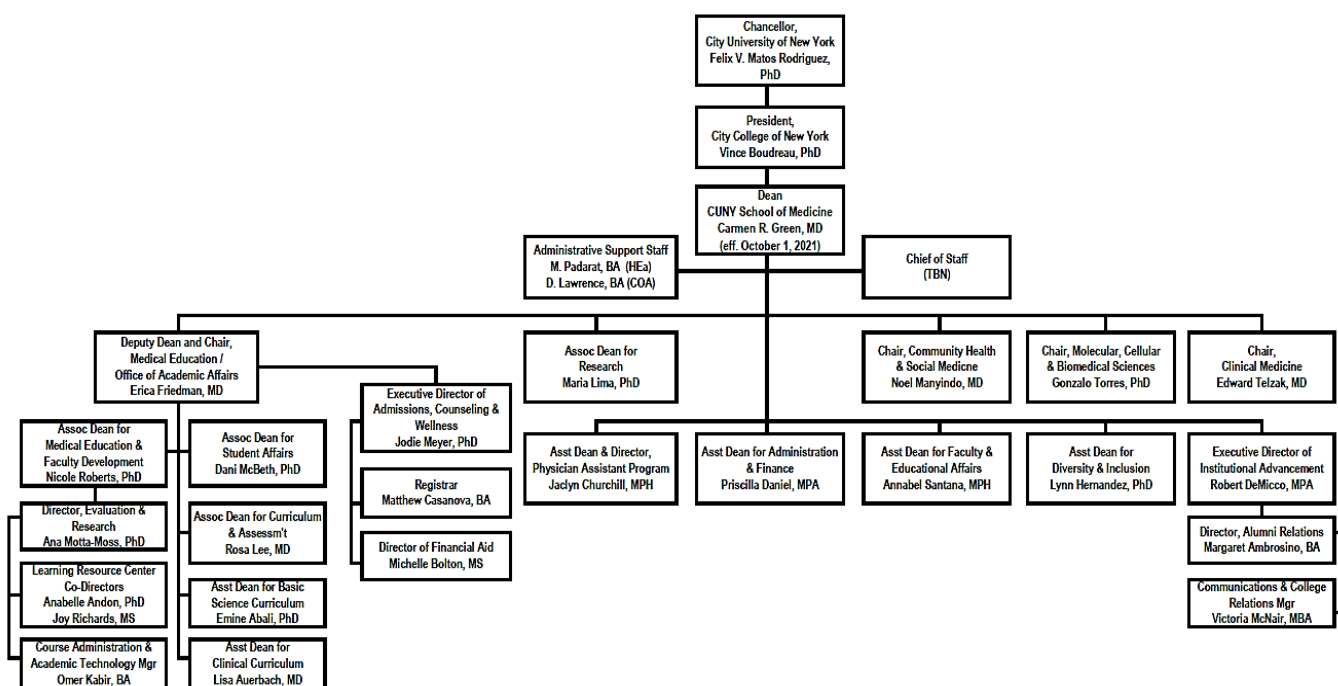


## ○ CSOM Dean

The Dean is the chief academic and administrative officer of CSOM. Reporting to the President of CCNY, the Dean is responsible for all aspects of the operation of the CSOM, except as otherwise directed by the Board of Trustees or the Chancellor of CUNY.

CSOM Deputy, Associate and Assistant Deans report to the Dean; per CUNY guidelines, all persons appointed to “Executive Compensation Plan” (ECP) titles (e.g. deans, vice presidents and other senior-level administrators) serve at the pleasure of the College President.

### **Organizational Chart of the CSOM Dean's Office (current as of September 2021)**



Summary position descriptions of the CSOM senior leadership team members are included as Appendix 1 and available at: <https://www.ccny.cuny.edu/csom/csom-leadership-1>.

## ○ Departments

The academic departments of CSOM include the following:

**Clinical Medicine** – the Department of Clinical Medicine serves as the academic home for faculty in clinical disciplines who provide oversight of students’ clinical instruction. Affiliated faculty members are licensed health care professionals who provide clinical expertise in diverse specialties, Affiliated faculty are employees of the School’s clinical partners.

**Community Health and Social Medicine (CHASM)** – Population Health and Community-Oriented Primary Care are central to the mission and to the educational program of the CSOM. Through field

placements, course work, and independent study, CHASM provides students with the opportunity to go beyond traditional patient encounters and analyze and intervene in the health care of defined populations. The CHASM curriculum integrates the social perspective of community medicine with the clinical perspective of the primary care practitioner. Faculty members are engaged in research in the areas of adolescent sexual and mental health, sexual and reproductive health, health-related quality of life, HIV prevention, cancer and chronic disease epidemiology, and intimate partner and sexual violence.

Medical Education – The Department of Medical Education oversees the administration of the MD program curriculum, including direction of courses in the clinical skills curriculum, the integrated organ systems courses, and the narrative medicine program. The department provides faculty development, as well as logistic and administrative support for designing, implementing, evaluating and revising courses and clerkships. Faculty members of the Department conduct research in medical education, including curriculum innovations and assessment/evaluation.

Molecular, Cellular and Biomedical Sciences (MCBS) - The study and practice of medicine rest on a thorough understanding of the basic and clinical medical sciences. The MCBS Department participates in the teaching of the normal structure and function of the human body and nervous system and the molecular and cellular mechanisms that underlie medical physiology, human behavior, and tissue pathology. Faculty members are engaged in research in the areas of molecular, cellular and systems neurobiology with a focus on behavioral neuropharmacology, psychopharmacology, neuronal plasticity and motor learning, spinal cord injury/recovery and neurodegenerative disorders; as well as investigations in the areas of immunology and autoimmunity, wound healing and regenerative medicine, experimental pathology, and cancer and cardiovascular biology.

### ○ **Standing Committees**

The Standing Committees of the CSOM BS/MD program are codified in the *Governance Plan* of the CUNY School of Medicine (available on the School's shared drive: *S:\Policies\Bylaws*) and include the following:

Executive Faculty Committee (EFC) – Chaired by the Dean, the Executive Faculty Committee serves as the CSOM's committee on educational policy, and addresses academic and administrative matters, transacting the business of the CSOM in between meetings of the Faculty Council. The EFC is advisory to standing committees on matters related to curriculum, assessment, admissions and student promotion. The EFC may establish and charge special ad hoc committees as it deems necessary to perform its duties and responsibilities.

Personnel and Budget (P&B) Committee – The P&B Committee is responsible for reviewing and making recommendations on faculty appointment, reappointment, promotion and tenure; the appointment of distinguished professors and named chairs; and on applications for fellowship (sabbatical) and other leaves. The EFC serves as the school's P&B Committee.

Curriculum Committee – The Curriculum Committee provides oversight of curriculum development, implementation and review, based on the medical education mission of the School. Functions will include the regular and systematic review of each medical school course, including educational objectives, curriculum design, course organization and assessment; the review and approval of new courses and changes to the curriculum; development of academic policies and acting on recommendations from subcommittees.

Student Academic Progress Committee (SAPC) – The SAPC monitors and assesses students' records for compliance with the program's academic requirements, and assesses students' preparedness to advance at each level of the curriculum and to graduate. The Committee also considers and addresses non-academic issues that may impact upon a student's ability to continue in his/her plan of study or perform as a physician, including allegations of student or unprofessional behavior. The SAPC advises the Dean and leadership on initiatives to promote professionalism among students.

Admissions Committee – The Admissions Committee is charged to select and admit medical students to fulfill the mission of the medical school, and to establish and revise admissions policies and procedures as appropriate.

Inclusive Excellence Council (IEC) – The IEC is charged to develop short- and long-term recommendations and initiatives to foster a workplace and educational environment that is welcoming, integrative and supportive of all members of the SOM, and to provide leadership for implementing strategic initiatives to advance the School's longstanding mission as it relates to diversity, equity, inclusion and excellence.

Committee on Student Appeals (joint committee for PA and BS-MD programs) – The Appeals Committee is charged to review student appeals regarding decisions for dismissal or denial of graduation, to determine whether the adverse decision was made in accordance with established academic policies and standards. Based on its findings, the Committee makes recommendations to the Dean for resolution of the appeal.



## Academic Programs

### ▪ BS/MD Program Overview

The program offers a rigorous 7-year curriculum that integrates undergraduate studies in parallel with clinically-oriented basic sciences, population health, behavioral and socio-medical sciences, and clinical coursework that includes clinical clerkships. The program provides experiences in primary care and research in a variety of health care settings, and professional development leading to the Baccalaureate of Science and Doctor of Medicine (BS/MD) degrees.

In developing the curriculum, medical school competencies and educational objectives were defined as a framework, based upon the school's mission. These competencies and educational objectives were approved by the CSOM faculty in March 2014, and by the CUNY Board of Trustees as part of the full proposal for the MD program on December 1, 2014. The educational objectives were revised and approved by the faculty on October 11, 2018.

The curriculum of the BS/MD program is based on seven core competencies, including the six competencies of the Accreditation Council for Graduate Medical Education (ACGME) – *Patient Care, Medical Knowledge, Life-long Learning, Interpersonal Skills and Communication, Professionalism, and Systems-based Practice* – plus a seventh competency of *Population Health/Community-Oriented Primary Care*. The educational program objectives and outcome measures within each of the seven competencies frame the overall integrated seven-year science and clinical curriculum.

*\*\*All faculty are required to be familiar with the Educational Program Competencies and their linked objectives, and to know how to access them.*

### ▪ Master of Science in Physician Assistant Studies - Program Overview

The mission of the Physician Assistant Program is to improve the health of underserved communities and to eliminate healthcare disparity by providing increased access to physician assistant education to students from traditionally underrepresented populations. The goals of the 28-month program are as follows:

Patient Care – We are committed to practice high quality compassionate care, and to develop sensitivity and competence in communication skills with diverse populations.

Scholarship - We are committed to providing the skills necessary to apply new knowledge at the point of care and to engage in scholarly activity relevant to health and disease.

Community - We inspire graduates to work in health workforce shortage communities and with patient populations out of the mainstream of health care delivery. We encourage graduates to be advocates at the local, regional, and national level for the best care for patients and their community and to be activists for social justice.

Leadership - We promote the assumption of leadership positions within the profession and the community.

Professionalism - We are committed to creating an environment where collegiality, respect and ethical practice are fostered and valued.

Interdisciplinary teamwork - We value collaborative learning and working styles that facilitate full participation in interdisciplinary medical teams.

Life-long learning - We actively encourage intellectual curiosity and critical thinking necessary for life-long learning leading to the continual improvement of patient care.

▪ Primary Clinical Affiliations

The CSOM has an affiliation agreement with St. Barnabas Hospital/Health System, which serves as the primary clinical partner for the BS/MD program, and Harlem Hospital – the principal partner of the PA program. It also has affiliation agreements with several other hospitals and health centers, including the Northwell/Staten Island University Hospital system, several member hospitals of the New York City Health and Hospitals Corporation, and the Institute for Family Health. Additionally, the school has numerous clinical partners engaged in teaching our students in the PA program, in the BS/MD program's Practice of Medicine (POM) courses and the Community Health and Social Medicine (CHASM) department courses.

## Faculty Titles, Responsibilities

### Faculty Titles

All faculty at the CSOM hold appointments in one of the following faculty titles:

Medical Professor  
Associate Medical Professor  
Assistant Medical Professor  
Lecturer  
Clinical Professor <sup>a</sup>  
Medical Distinguished Lecturer <sup>a</sup>  
Medical Lecturer <sup>a</sup>  
Research Professor <sup>a,b</sup>  
Research Associate Professor <sup>a,b</sup>  
Research Assistant Professor <sup>a,b</sup>  
Affiliated Medical Professor <sup>c</sup>  
Affiliated Associate Medical Professor <sup>c</sup>  
Affiliated Assistant Medical Professor <sup>c</sup>  
Affiliated Medical Lecturer <sup>c</sup>  
Affiliated Teacher <sup>c</sup>

<sup>a</sup> Non-tenure bearing tracks

<sup>b</sup> Generally supported fully or in part through extramural funding

<sup>c</sup> Appointees from affiliated clinical sites (non-salaried at CUNY)

The descriptions and minimum qualifications of each title are established by the CUNY Board of Trustees and appear in the CUNY Office of Human Resources Management's *Code of Practice Regarding Instructional Staff Titles*, available on the School's shared drive:

S:\Policies\Human Resources Policies and online at: [http://www1.cuny.edu/sites/onboard/wp-content/uploads/sites/4/Code-of-Practice-Title-Descriptions-and-Qualifications-UPDATED1-16-15\\_01212015.pdf](http://www1.cuny.edu/sites/onboard/wp-content/uploads/sites/4/Code-of-Practice-Title-Descriptions-and-Qualifications-UPDATED1-16-15_01212015.pdf)

### Faculty Responsibilities

#### Professional & Ethical Behavior

- Teacher-Learner Expectations (see Appendix 2)

The School holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education, the term "teacher" is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, physician

assistants, nurses and ancillary support staff, as well as others from whom students learn. The CUNY School of Medicine abides by the AAMC “teacher learner expectations” articulated in the AAMC Uniform Clinical Training Affiliation Agreement, which can be found at: <https://www.aamc.org/members/gsa/343592/uniformaffiliationagreement.html>

#### GUIDING PRINCIPLES:

**Duty:** Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession’s standard of care but also to instill the values and attitudes required for preserving the medical profession’s social contract with its patients.

**Integrity:** Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

**Respect:** Respect for every individual is fundamental to the ethic of medicine. Mutual respect is essential for nurturing that ethic. Teachers have a special obligation to ensure that students and residents are always treated respectfully.

- Academic Integrity - School, College & University Policies
  - Faculty has the responsibility to note breaches of academic integrity or professionalism. Annually, faculty is provided with instructions and access to behavioral documentation forms which can be submitted to the appropriate administrative authority.
  - Serious breaches of academic integrity are dealt with through the Ethics and Professionalism Subcommittee of the Student Academic Progress Committee and are consistent with the CUNY Policy on Academic Integrity. Links to and descriptions of key University policies concerning academic integrity are available at: <https://www.ccny.cuny.edu/academicaffairs/integrity-policies>.

CSOM policies are in compliance with and are not meant to supersede or supplant CUNY policy.

- CUNY policies regarding student and employee conduct, and University procedures for handling student complaints about faculty conduct in academic settings apply to faculty at the CSOM.
  - Policies regarding student and employee conduct: <http://www.ccny.cuny.edu/counseling/upload/Henderson-20Rules-14-moved.pdf>
  - Procedures for handling student complaints about faculty conduct: [https://www.cuny.edu/about/administration/offices/la/PROCEDURES\\_FOR\\_HANDLING\\_STUDENT\\_COMPLAINTS.pdf](https://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf)
- Reporting responsibilities of all faculty

CUNY and NY State policies require all faculty to file yearly reports on:

- *Multiple positions* - Each full-time faculty member is obligated to view the faculty appointment as his/her major professional commitment. Each semester, each faculty member must submit a “Multiple Position Report” of all professional activities (compensated or uncompensated) that fall outside the scope of their CUNY responsibilities. See *Policy 5.14 Multiple Positions*: [https://policy.cuny.edu/general-policy/article-v/#policy\\_5.14](https://policy.cuny.edu/general-policy/article-v/#policy_5.14)
- *NY State Joint Commission on Public Ethics (JCOPE) Annual Statement of Financial Disclosure* – Notification of required filing is provided annually to all affected employees by the Office of Executive Counsel at CCNY.

### Course Director’s Responsibilities

All course directors will receive frequent informal and formal feedback about their course content, structure, teaching and assessment methods, and success in meeting key CUNY SOM competencies and objectives. Each course director is expected to meet with his or her teaching faculty before the delivery of the course to give an overview of the course and any possible changes that have been recommended in the structure, content, and policy. The course director will also be required to meet with the faculty teaching his or her course at the end of the course to provide global feedback regarding each educator and to review the course with his or her faculty to decide whether any changes are required.

The course director is expected to attend most course sessions to provide feedback to individual faculty and to monitor the progress of the course and student learning. At the end of the course, the medical school students taking the course will be asked to evaluate the quality, content, and value of the given course for their medical education, as well as the performance of the individual lecturers and group leaders. This feedback will be provided to each lecturer or educator by the course director so that any identified issues and specific faculty-development activities can be discussed.

Course Directors are responsible for overseeing effective delivery of curricular content and for ensuring that the course objectives are met. The responsibilities of course directors include the following:

- oversee and ensure delivery of course content and implementation of corresponding teaching modalities as approved by the Curriculum Committee
- prepare and provide an up-to-date and complete course syllabus in advance of the start of the course
- enlist faculty and ensure that all faculty involved in the course are oriented to the objectives and grading system for the course
- oversee design and administration of all assessments in the course, as well as of the corresponding grading procedures (including timely submission of grades)
- communicate as needed and in a timely fashion with class representatives as well as, when warranted, with individual students

- work in conjunction with the Office of Academic Affairs to carry out mapping of course curriculum and assessments, and related activities
- be familiar with School policies, communicate relevant policies to course faculty and students, and ensure that policies are followed throughout the course
- ensure that day-to-day administrative needs of the course are met, including scheduling of classes and rooms, staffing, timely posting of session materials and of grades, etc.
- provide timely formative as well as summative feedback to students
- provide feedback to course faculty and facilitate faculty development activities to ensure improvement in teaching
- communicate with the corresponding department chairs, Office of Academic Affairs, and members of the administration as needed on the progress and emerging needs of the course as well as of individual students
- collaborate with the Curriculum Committee in the evaluation of the course and of the overall curriculum, by providing the necessary information and attending meetings as needed
- attend meetings of the Basic Science or Clinical Curriculum Sub-Committees of the Curriculum Committee when required (some course directors are ad-hoc on committees)
- foster an optimal learning environment and ensure that teacher-learner expectations are met (see Appendix 3, *Teacher-Learner Contract*)

#### Clerkship Directors and Site Director Responsibilities

The clerkship director role is to implement the clerkship goals in the clinical setting by interfacing between the students, faculty and the school administration. The clerkship director works with the faculty to teach and assess each student as they work towards meeting the schools educational program objectives. The clerkship director works closely with the clerkship coordinator. The clerkship director meets with the clerkship directors from other sites and clerkships to consider curricular changes and updates using programmatic evaluation data.

Clerkship director tasks:

#### (1) PREPARING FOR THE ROTATION

- Confirm list of incoming students with Clerkship Coordinator
- Plan week-by-week (or day-by-day) clinical assignments for each student including any calls
  - Share schedules with students
  - Notify supervisors as appropriate
- Schedule dates for mid-clerkship feedback and final feedback meetings
- Coordinate with your institution re:
  - Any first-day required activities (such as PPE or EHR training)
  - EHR access
  - ID badges / swipe access
  - Scrubs if applicable

#### (2) ORIENTING STUDENTS

- Determine who will orient students to your department on their first day, or if you will share orientation materials electronically (in advance)
- Consider developing a “welcome letter” for the rotation – to supplement the clerkship syllabus – outlining key information for students such as specific guidelines/expectations



at your clinical sites (locations, supervisor contact info, shift hours, dress code, writing patient notes, etc.)

- Consider compiling relevant clinical resources for the clerkship, such as key clinical guidelines or review articles, and distribute to students either electronically or printed in folders

### (3) EDUCATIONAL SESSIONS

- Determine which of your departmental conferences, such as Grand Rounds or morning report, your students will be expected to attend
- Schedule dedicated clerkship didactics or problem-based learning sessions, with you or other faculty, approximately once per week
- Let students know how they can access conference schedules e.g., posted calendar, email notifications, etc.

### (4) EVALUATIONS

- Determine whether you will collect feedback from clinical supervisors in person (e.g., weekly meetings) or if you will collect CUNY's assessment form from individual supervisors
- Ensure that any team members, including residents, who will be evaluating students have been oriented to clerkship expectations as well as the assessment form
- Work with Clerkship Coordinators to collect & collate assessment forms throughout the rotation
- Try to give feedback to your colleagues about their student evaluations – are their scores in line with norms for the school? Do their comments include specific examples and directly-observed behaviors? Do comments include suggestions for improvement?

### (5) SPECIAL PROJECT

- The “special project” will account for 10% of each student's final clerkship grade
- This can either be an oral presentation or written case report(s)
- Develop guidelines for the special project – including content, format, and length – as well as a grading rubric
- At the start of the clerkship, let students know when their special project is due & how it should be submitted

### (6) FEEDBACK MEETINGS

- Meet one-on-one with each student mid-way through the clerkship, and during the last week of the rotation
- Consider asking students to prepare for mid-clerkship feedback by thinking about current strengths as well as 2-3 specific learning goals for the remainder of the rotation
- At each feedback meeting:
  - Review student progress with PET logs, direct observations (T-Res), and any other requirements such as Aquifer cases
  - Review any absences & planned/completed makeup time
  - Review evaluations received to date
  - Collaborate with student to determine areas for improvement / learning goals
  - Submit mid-clerkship evaluation form on LEO no later than \_\_\_\_\_

### (7) GRADING

- Final grading meetings with Dr. Auerbach, Dr. Roberts, your Clerkship Coordinator, and any clerkship co-directors will be scheduled within 2-3 weeks of the end of the rotation

- A 1-2 paragraph narrative evaluation for each student should be submitted on LEO prior to this meeting. This final evaluation form also includes clinical scores, special project scores, absence tally, and attestation re: any conflicts of interest. This narrative will go directly into the students' Medical Student Performance Evaluation (MSPE) letter, which is part of the application for residency

### Advising

Faculty may choose to be advisors to undergraduate students during the first 3 years of the BS/MD program. Each student is assigned to an advisor upon entry to the BS portion of the program. Each advisor is assigned 6 to 8 students per year and meets with them in small groups during the first year as part of the NSS100 and PF101 courses. They also meet with students individually at least twice per semester during the U1 year and as needed after that. . Student advising is coordinated by the Office of Student Affairs. In addition, one of 4 medical student advisors within the Office of Student Affairs focuses on undergraduate students, individually advising primarily at risk students.

Upon entry to the medical school portion (M1 year) of the BS/MD Program, each student is assigned to a medical student advisor within the Office of Student Affairs, who advises the student throughout the medical school curriculum until graduation. Medical student advisors provide large group and small group sessions on various aspects of career advising. They also meet individually as needed with medical students in the M1 and M2 year. In the M3 and M4 year each student meets several times with their medical student advisor to provide guidance on specialty choice, residency application and the residency match process.

## Appointment, Promotion and Tenure

- Annual Performance Review

It is the responsibility of the department chair to inform newly hired and existing faculty members about their responsibilities in teaching, research, and if appropriate, clinical responsibilities.

University policies that set forth the requirements for annual evaluations of faculty appear under Article IX of the Bylaws of the CUNY Board of Trustees. (<http://policy.cuny.edu/bylaws/#Navigation Location>), which states that the department chairperson is responsible to hold an annual evaluation conference with every member of the department after they are observed teaching and prepare a memorandum thereof.

A memorandum from CCNY's executive counsel to the president and department chairs (March 20, 2020) further delineates the procedures for annual review and includes guidelines for the timing and structure of the evaluation (<https://www.ccny.cuny.edu/academicaffairs/annual-evaluations-faculty-and-non-teaching-instructional-staff>). Although the medical faculty titles are excluded from Article 18 of the PSC/CUNY collective bargaining agreement, which pertains to annual evaluations, legal counsel has recommended that the CSOM follow the general guidelines set forth in the March 20, 2020 memorandum, which states: "Article 18.3(a) of the Contract applies to "members of the teaching faculty," which includes full-time Professors (all ranks), as well as Lecturers, Distinguished Lecturers, Instructors, and any other full-time faculty engaged in teaching. Annual evaluations are mandatory, except for tenured full professors, who "may be evaluated." This provision should be applied uniformly; thus, each department should determine on its own whether tenured full professors should be evaluated, and if so, then it should be applied to all tenured full professors in the department." Department chairs are to conduct mandatory evaluation conferences with individual faculty members at least once each year. In these conferences, productivity in teaching, research (if relevant), and clinical or administrative responsibilities are discussed, as is progress toward promotion or tenure if appropriate. Within 10 working days after the evaluation conference, the chair provides the faculty member with a record of that conference in the form of a memorandum. (See <https://www.ccny.cuny.edu/academicaffairs/annual-evaluations-faculty-and-non-teaching-instructional-staff>)

- Reappointment, Non-reappointment

Full-time faculty in tenure track titles receive annual appointments, renewable up to six years prior to tenure. The criteria upon which decisions to reappoint are based include teaching effectiveness, scholarly and professional growth, and service to the institution and to the community. Judgments on reappointment are progressively rigorous. In the second and subsequent reappointments, a candidate should be able to demonstrate that s/he has realized some of his/her scholarly potential. Similarly, standards of acceptable performance as a teacher should be graduated to reflect the greater expectations of more experienced faculty members.

Reappointments are reviewed by the EFC and decisions forwarded to the CCNY Review Committee for its action. Final determination of reappointment is made by the College President. Annual reappointments are made for a full calendar year, with start dates that coincide with the first day of fall semester classes based on CUNY's academic calendar (e.g. August 26, 2020 – August 25, 2021).

- Tenure

Tenure provides employment security, protects academic freedom and ensures that a faculty member cannot be terminated without cause. Tenure is normally granted after seven years of continuous full-time service. The criteria upon which decisions to reappoint with tenure are based include teaching effectiveness, scholarly and professional growth, and service to the institution and to the community. The review process requires review of the candidate's teaching, service and scholarly qualifications by external evaluators, a department-level committee, the School's Personnel and Budget Committee, and the CCNY Review Committee. Recommendations by the College's Review Committee are forwarded to the college president. The ultimate decision regarding tenure is made by the college president and must be approved by the University Board of Trustees. A negative decision by any review body may be appealed to the next higher decision-making body. If tenure is denied, the faculty member's appointment in that title will terminate at the conclusion of his/her current appointment (late August).

In order to ensure that each tenure-track faculty member receives timely guidance on the progress he/she is making towards meeting the standards for tenure, a *Pre-Tenure (Mid-Term) Review* process has been established by the University. The department chair shall review each tenure-track faculty member at the end of his or her third year of service. The Dean subsequently reviews the faculty member's CV and personnel file, following the annual evaluation conducted by the chair in accordance with the PSC/CUNY collective bargaining agreement. Thereafter, the Dean shall meet with the chairperson of the faculty member's department to discuss the faculty member's progress. After that meeting, the Dean shall prepare a memorandum to the department chairperson regarding the faculty member's progress toward tenure, setting forth recommendations for any additional guidance to be provided to the faculty member.

Additional details regarding tenure and pre-tenure review processes are available at: <https://www.ccny.cuny.edu/academicaffairs/promotion-and-tenure>:

- Promotion

The criteria established for reappointment and tenure apply equally to decisions on promotion. For promotion to full professor, the faculty candidate must meet all the qualifications for an Associate Professor, in addition to having an established record for excellence in teaching and scholarship in his or her discipline. Similarly, for promotion to Associate professor, the candidate must submit evidence of qualification to meet the standards required for promotion.

Guidelines and policies for re-appointment, tenure and promotion are available on the CCNY website: <http://www.ccny.cuny.edu/academicaffairs/promotion-and-tenure.cfm>

- Appeal process

An individual who is not recommended for reappointment or tenure may appeal a negative decision at any level of the review process. Below the Presidential level, the appeal must be made to the next higher review body, e.g., if the negative decision was made at department level, the appeal is heard by the School's Personnel and Budget Committee (e.g. the EFC voting members); if the negative decision was made by the EFC, the appeal is made to the CCNY Review Committee. Negative decisions by the CCNY Review Committee are appealed to the City College President. In each case, the candidate appeals in writing to the Chair of the next reviewing body, and must initiate the appeal within ten (10) working days of notification of the negative decision.

- Grievance process

A grievance is an allegation by an employee or by the Professional Staff Congress (PSC) collective bargaining unit that there has been a breach, misinterpretation or improper application of a term of the collective bargaining agreement; or an arbitrary or discriminatory application of the university Bylaws and written policies of the Board of Trustees related to the terms and conditions of employment. A grievance must be stated in writing setting forth the basis of the appeal, and include the specific Article of the PSC agreement or Bylaws Section or written policy that was breached, and the remedy requested. A grievance must be filed by an employee or the PSC within thirty (30) business days after the PSC or employee became aware of the issue complained of.

Step 1 - Grievances shall be filed with the CCNY President or his/her designee, who shall, within fifteen (15) business days, meet with the grievant and a PSC representative to discuss the grievance. Within fifteen (15) days after the grievance meeting, the President or designee shall issue to the grievant and the PSC a written decision, with reasons.

Step 2 - If the grievance has not been settled at Step 1, then within twenty (20) business days after receipt of the President's decision, the grievant or the PSC may submit the grievance in writing to the Chancellor or his/her designee, together with a copy of the President's decision. Within twenty (20) business days of receipt of the grievance, the Chancellor or designee shall meet with the grievant and a PSC representative to discuss the grievance, and shall also direct the College to present its arguments. Within twenty (20) days after the grievance meeting, the Chancellor shall send the disposition with reasons in writing to the PSC and to the grievant(s) by certified mail.

Step 3 - If the grievance has not been settled at Step 2, or if the Chancellor's disposition was not issued within the time limits set forth above, the person(s) who submitted the Step 2 grievance may appeal the Step 2 decision to arbitration by serving written notice to the Chancellor and to the American Arbitration Association.

Additional details regarding the grievance process appear in Article 20 of the PSC-CUNY contract. The contract is available at: <http://psc-cuny.org/contract/psc-cuny-contract>.

## Professional Staff Congress (PSC)

The Professional Staff Congress (PSC) is the union that represents more than 25,000 faculty and staff at the City University of New York (CUNY) and the CUNY Research Foundation. It is dedicated to advancing the professional lives of its members, enhancing their terms and conditions of employment, and maintaining the strength of the university. Information about the PSC is available at: <http://psc-cuny.org/>. The full PSC contract is available at: <http://psc-cuny.org/contract/psc-cuny-contract>.

**NOTE:** Per Article I of the PSC CUNY agreement, the provisions of the PSC agreement that apply to MEDICAL series faculty titles are **Articles 3, 4, 8, 20, 21, 24.3, 24.4, 26, 27, 34, 38, 39, 40, 41 and 42 ONLY**. Medical series faculty are **excluded** from all other provisions of the Agreement.

## Faculty Development

Faculty development activities will be conducted through three main venues: faculty development series, annual retreats and Epigeum, an online faculty-development program.

- Faculty development series

Regularly-scheduled faculty development sessions are open to all faculty and instructional staff and occur at least monthly throughout the year. The sessions are led by experts from within and outside of the CSOM on a wide range of areas of faculty activity, such as instructional modalities, assessment, advising, grant-writing, etc.

Faculty development sessions specific to each course (e.g., specific learning objectives and assessment tools for that course) may also be presented by the individual course directors and the Associate Dean for Medical Education and Faculty Development. The associate dean will also create additional onsite faculty development sessions to address any site-specific issues identified regarding lack of compliance with course objectives, required experiences, or assessment methods.

- Faculty retreat

CSOM will host faculty retreats for all full-time faculty and clinical faculty participating in the *Practice of Medicine* courses and in the clinical clerkships. The retreats provide a review of the curriculum objectives and student assessment tools, and workshops on teaching and assessment strategies for clinical faculty.



- Epigeum faculty development

CSOM has contracted with Epigeum, an online faculty-development program, to provide faculty with access in perpetuity to a suite of online teaching and assessment courses for medical educators. This program includes courses on assessment and feedback in clinical practice and on teaching with patients. The course duration is 6.5 hours, and more than 35 additional hours of instruction are available.

- CCNY Center for Excellence in Teaching and Learning (CETL)

CETL works with faculty to enhance and develop skills concerning teaching with technology. The Center offers workshops in a variety of essential technologies to make campus participants better prepared for the challenges of campus and workplace settings. The CETL mission encompasses training of faculty with a focus on developing teaching and technology skills.

Workshops are conducted in their training room on the 4th floor, NAC 4/220A and entail a range of technologies including Blackboard, hybrid/online teaching and instructional technologies. Workshops will typically take between 1 - 1.5 hours, include handouts, and have a practical focus that involves a specific context for learning. Details regarding CETL resources and workshops are available at: <https://www.ccny.cuny.edu/cetl>

Further faculty development will occur in the form of a monthly educational journal club, participation in the International Association of Medical Science Educators (IAMSE) faculty development webinars, and other events.

## Mentorship

Mentoring is an essential component of faculty career development at CUNY School of Medicine. CSOM is committed to promoting mentorship by supporting departments in establishing ongoing mentoring programs that will address the totality of each faculty member's strengths, interests and aspirations in research, education and leadership. The CSOM Office of Research facilitates the mentoring of junior faculty.

### Overall vision

Junior faculty (assistant and non-tenured associate professors) are required to participate in structured mentoring programs that foster productivity, enhance faculty satisfaction, and stimulate career development.

All senior faculty members are expected to serve as mentors. More senior members of the faculty, Associate Professors and Professors, may be tapped to mentor junior faculty with primary appointments both within and outside their primary department. Faculty development sessions and resources on effective mentoring are provided, including expectations and guidelines for both mentors and mentees, and a template for tracking mentees' personal and professional progress.

## CSOM Faculty Mentoring Policy:

1. A mentoring program has been implemented for all tenure track junior faculty, clinical research faculty and tenured Assistant and Associate Professors.
2. A mentoring advisory council oversees the implementation of the mentoring program, review the progress of the faculty and monitor the effectiveness of the mentoring program.
3. Faculty should be mentored by a mentoring committee consisting of at least two tenured senior faculty. At least one faculty member should be in the same field or a field closely related to the mentee's and available for mentoring of scholarly activity. A mentor does not have to be in the same department/school as the mentee. Furthermore mentors may be from another institution, if a mentor in the same field is not present within the same institution as the mentee. A mentor should also be available for mentoring of personal development/work/life balance.
4. The mentoring committee shall draw up a plan of action for the mentee, each year, which should be documented in the "Mentee Tracking Tool" template. This will include the goals, desired outcome, and assessment of mentoring in the areas appraised for tenure and promotion (research, teaching, and service). This document will not constitute a formal evaluation for tenure and promotion. The document will be submitted annually to the CSOM Office of Research.
5. Mentees will be required to meet formally with their mentoring committee at least twice a year, however more frequent informal meetings with the committee or with individual mentors should be encouraged. Chairs will be required to be present at one of the formal meetings.
6. Chairs together with the mentee will choose mentors that best fulfill the needs of the mentee, but mentor assignment will ultimately be the chairs' responsibility.
7. Chairs will be accountable for the effectiveness of the mentors and for the outcome of the mentoring plan, which will be assessed by the mentoring advisory council on an annual basis.
8. Mentoring workshops and training will be available for mentors and mentees through the Department of Medical Education and the CSOM Office of Research.

For clinical faculty whose interest is in education as opposed to clinical research, the Department of Medical Education will be responsible for fostering scholarly work in education. The Assistant Dean for Medical Education and Faculty Development and the Director for Research and Evaluation will mentor these faculty members through regular meetings with key educators (course and clerkship directors) to identify potential research projects around the new curriculum and areas of common interest among faculty members, to foster collaborative research projects, and to help identify potential funding sources. Faculty-development sessions on abstract writing, designing research projects, and grant writing, and medical education journal clubs can serve to help identify and implement research projects.

## Blue Sky Teams

The Blue Sky Team is an individual faculty committee assembled to spearhead a specific faculty obtaining research funding and is an option for all faculty who desire additional assistance in developing and submitting grants. Blue Sky Teams serve as collaborators with CSOM in facilitating grant awards. Each selected faculty member will choose 2-3 external researchers with scientific expertise relevant to the faculty research area who will assemble either in person or by zoom to serve as grant reviewers/idea generating teams. The other two members of the Blue Sky Team

will be the department chair and the Associate Dean for Research at CSOM. The Blue Sky Team will work with the faculty member before the grant submission (ideally 9 months before the grant deadline), beginning with hypothesis generation, writing specific aims, and the research proposal through final grant review before submission. Once the grant is reviewed by the funding agency, the Blue Sky Team will evaluate the summary statements or reviews of the submitted proposal and help the faculty member respond to the critique for resubmission if the grant is not funded.

## Leaves

Fellowship (Sabbatical) Leave – Tenured faculty members who have completed six years of continuous paid full time service with the University are eligible for a fellowship award. Applications for a fellowship award may be made for the following purposes: research (including study and related travel), improvement of teaching, or creative work in literature or the arts. The applicant must continue to serve in CUNY for at least one year after expiration of the leave unless this provision is expressly waived by the Board of Trustees. The application in the form of a plan shall be submitted to the EFC and, if approved, to the CCNY Review Committee and the CCNY Faculty Committee on Personnel Matters (FCPM). If the committees approve, they shall forward the application for the President's endorsement. The endorsement must state that the work of the department in which the applicant serves can be carried forward effectively during the faculty members' period of the leave. Application may be made for a full year leave at 80% salary, or one-half year leave at 80% of salary. The FCPM may identify one applicant college-wide per year to receive an approved half-year leave at full pay. Application forms are available at: <https://www.ccny.cuny.edu/academicaffairs/forms>

Scholar Incentive Awards – Awards of one semester to one year in length may be granted to full time faculty for the sole purpose of facilitating bona fide and documented scholarly research. Other projects or reasons (e.g. meeting of degree requirements, study, service outside the University, or professional or personal reasons) will not be considered for this award. A candidate must be a full time faculty member who has completed a minimum of one full year of continuous paid full time service. A candidate may be compensated by the University for up to 25% of the annual salary rate. The total amount of money earnable with outside support and the University salary may not exceed 100% of the annual salary rate that the person would have received without the leave. The application in the form of a plan shall be submitted to the EFC and, if approved, to the CCNY Review Committee and the Faculty Committee on Personnel Matters (FCPM). If the latter committees approve, they shall forward the application for the President's endorsement. Upon positive recommendation of the President, the application shall be forwarded to the Chancellor for review and recommendation.

Further details regarding eligibility criteria and application processes for the above leaves are available on the PSC website: <https://psc-cuny.org/contract/article-25-research-fellowship-and-scholar-incentive-awards> and from the CCNY Human Resources Department, Shepard Hall Suite 50 and <https://www.ccny.cuny.edu/hr/forms>.

## Support Services - The Office of Academic Affairs (OAA)

The Office of Academic Affairs (OAA) provides general support for course directors and administrators to enhance the quality of the medical education program and to assure that CUNY SOM is compliant with CCNY, CUNY and LCME requirements regarding teaching, assessment and feedback.

### Course information

OAA has a standard template for course information that must be completed or revised by course directors prior to the start of each course. All course information and course syllabi are posted on the learning management system, LEO, prior to the official start of the course/clerkship. If any changes are made to the course/clerkship syllabus, a revised form needs to be submitted to OAA.

### Student Course feedback

OAA administers, monitors compliance, and generates reports on student feedback for each course and all faculty teaching within the course. The course and faculty survey items are standardized but course directors may add additional items to obtain feedback on any changes or new formats or assignments. Student evaluations of courses must be posted on the last day of each course and students are required to complete these evaluations within 2 weeks of posting. The summaries will be provided to course directors for review and one week later, after making any reasonable requested changes, will be distributed to department chairs and all relevant school administrators. Course directors are contacted annually to review and revise their course summary.

Any surveys developed or utilized by faculty to obtain student feedback regarding a course/clerkship or course/clerkship faculty must be reviewed and approved by OAA prior to distribution to students.

### Course assessments

All course directors (CDs) are required to update annually the type of assessment, contribution to overall course grade, and competencies that are assessed with each evaluation. OAA has an educational technologist who can assist in the creation and implementation of web-based exams. Course exams should be proctored by administrators within the CD's department. For courses using the NBME mini-board exams, exams must be ordered at least 3 weeks in advance of the exam date. The NBME Chief Proctor assists in ordering exams and is available for questions regarding creation of customized exams. The Chief Proctor is required to be present during any NBME testing. The NAC building fishbowl computer lab has been reserved for NBME exams. Scheduling of the fishbowl is done exclusively through the NBME Chief Proctor. Exam dates must be discussed in the Course Directors' monthly meetings and with the Assistant Deans for Basic Science Curriculum and for Clinical Curriculum, to assure there is no conflict with other course/clerkship sessions or exams, and that testing complies with CSOM exam policies.

### Course materials and teaching

OAA will develop guidelines for online course information with the aim of facilitating student access, through creation of a template for posting course information/materials. The education technologist is available to assist in online course design and use of technology to enhance learning (including blogs, flipped classrooms, etc). The Associate Dean for Medical Education and Faculty development offers assistance with the creation of self-directed and engaged learning, and can assist with observing and providing feedback on quality of teaching.

### Curriculum mapping

The LCME mandates that the medical school curriculum be mapped to the school's education program competencies and objectives. The curriculum mapping administrator in the OAA is responsible for collecting data from course directors on each course session and assessments, and how these link to school competencies and objectives. This individual can assist with the generation of reports regarding specific courses or topics, and where they are taught and assessed throughout the curriculum.

### Podcasting

All courses are required to post session content in advance of course sessions and to podcast all lectures. OAA and the Course Administration staff are responsible for assuring that course sessions are captured, edited and uploaded within 48 hours after each session. Certain departments have been responsible for their own podcasting and uploading, however, OAA can assist all others with this process.



## Research

The CSOM Office of Research is responsible for promoting, supporting, and expanding the research mission within the CSOM. The office assists faculty in obtaining and managing federal, state, and private foundation funding and works with the CCNY Office of Research Administration to provide faculty with administrative support for grant submission.

The Associate Dean for Research oversees the Office of Research and works closely with the CCNY Associate Provost for Research and the CSOM Dean on strategic initiatives to develop research and graduate educational initiatives and on issues regarding regulatory oversight and compliance. The Research Program Specialist assists faculty by providing pre and post award services. Pre-award services include identifying potential external funding, preparing budgets and other sponsor forms, interpreting sponsor guidelines, and handling subcontract issuance and negotiations. Post-award services include guidance on Research Foundation account management, assisting with sponsor agency requirements and documentation, budget modifications and no cost extensions, and preparing annual reports. The Office of Research provides editorial support for faculty grant and manuscript submissions.

The office facilitates the mentoring of junior faculty to acquire extramural grant support (see description of Blue Sky Teams) in the Faculty Development section pg 21-22 of this document).

Information on CCNY Policies and Resources can be found on the web site of the CCNY Office of Research at: <https://www.ccny.cuny.edu/research> and includes information regarding

- Proposal Development
- Funding Opportunities
- Research Compliance and Ethics, including:
  - Responsible conduct of research
  - Financial conflict of interest
  - Human subjects research
  - Animal research
- Regulatory Compliance
- Resources and Support

Information on University Policies and resources for research activities can also be found in the CUNY Research Office, at <http://www.cuny.edu/research/>.

Information is provided on policies related to:

1. Openness in research
2. Research compliance
  - Responsible conduct of research
  - Human research protection program
  - Conflict of interest
  - Research agreements

- Export control
- Training and education
- 3. Crowdfunding
- 4. Signatory Authority for Research-Related Agreements

Additional information can be found in the CUNY Researcher Handbook:  
<http://www2.cuny.edu/research/researcher-handbook/>

Other resources regarding research:

- Responsible Conduct of Research: <http://www2.cuny.edu/research/research-compliance/responsible-conduct-of-research-rcr/>
- Human Subjects Protection/Institutional Review (IRB):  
<https://www.ccny.cuny.edu/research/irb>
- Institutional Animal Care and Use (IACUC):  
<https://www.ccny.cuny.edu/research/iacucpolicy>
- Conflict of Interest in Research: <http://www2.cuny.edu/research/research-compliance/conflict-of-interest/>
- Research Administration:
  - City College Office of Grants and Sponsored Programs:  
<https://www.ccny.cuny.edu/research/gsp>
  - CUNY Research Foundation (RF): <https://www.rfcuny.org/RFWebsite/>

## University policies

### ▪ Policy regarding Multiple Positions

Full-time appointment to a faculty position is a full-time assignment. Faculty members have a responsibility to observe professional standards of behavior in becoming involved in supplemental activities. No employment, consultative or other work outside the University may be engaged in by a faculty member unless he/she receives prior approval from the dean and CSOM Personnel Committee (EFC). The Personnel committee shall not approve any outside work unless such employment or work relates to the professional interests, strengthens the professional competence or enriches the professional performance and does not interfere with the professional standing of the faculty member. In no event shall the amount of time expended on such outside work be approved for more than an average of one day a week, or its equivalent during the academic year. The detailed policy on Multiple Positions is available at:

<https://www.ccny.cuny.edu/sites/default/files/academicaffairs/upload/CUNY-POLICY-ON-MULTIPLE-POSITIONS.pdf>

- Policies regarding Discrimination and Sexual Harassment

The City University of New York's Policies and Procedures on Equal Opportunity and Non-Discrimination and Against Sexual Harassment are available online at:

<http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrimpolicy121213.pdf>

*Discrimination* is treating an individual differently or less favorably because of his or her protected characteristics—such as age, race, color, religion, gender, national origin, disability, sexual orientation, veteran status or any of the other bases prohibited by CUNY Policy.

*Harassment* is unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be verbal, written, visual, or physical.

The City College and The City University of New York are committed to addressing discrimination complaints promptly, consistently and fairly. Any City College employee, student, applicant for admission or employment, or other participant in the College's programs or activities who believes he or she has been unlawfully discriminated against, may file a complaint in writing with the Office of Diversity and Compliance by contacting the college's Chief Diversity Officer, Diana Cuzzo, JD at [dcuzzo@ccny.cuny.edu](mailto:dcuzzo@ccny.cuny.edu) or (212)650-7330; or by completing a complaint form available at: <https://www.ccny.cuny.edu/sites/default/files/2020-04/DiscriminationComplaintForm%20fillable22.pdf>.

*Sexual harassment* is a serious form of misconduct that is demeaning and offensive; it is illegal under federal, state, and city laws, and prohibited by the University's policy. Unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when: 1) submission to or rejection of this conduct explicitly or implicitly affects an individual's employment or academic advancement; 2) it unreasonably interferes with an individual's work or academic performance; or 3) it creates an intimidating, hostile or offensive work or academic environment. The College is responsible for investigating complaints of sexual harassment brought by students and employees, and for this purpose, has established a Sexual Harassment Awareness and Intake Committee for consultation and to receive complaints. Members of the College community who believe they have been sexually harassed are strongly encouraged to report the allegations as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult to investigate the allegations. Any employee or students facing issues related to sexual harassment and sexual violence is urged to contact the CCNY Title IX Coordinator in Shepard Hall Room 109 or ext. 7330.

American Disabilities Act (ADA) Coordinator / CCNY AccessAbility Center.

The CCNY 504/ADA coordinator at CCNY is charged with ensuring that college programs, policies and procedures comply with the American Disabilities Act (ADA), Section 501 and 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations pertaining to persons with disabilities. The ADA Coordinator and Access Specialist assist in navigating students through exam accommodation processes, facilitate workshops and trainings pertaining to disability services

and coordinate all accommodations for students registered with AccessAbility Center. The 504 Coordinator may be contacted at [disabilityservices@ccny.cuny.edu](mailto:disabilityservices@ccny.cuny.edu) or ext 5913.

Additional information regarding ADA, discrimination or sexual harassment is available at: <https://www.ccny.cuny.edu/affirmativeaction>

## **Other College and University Policies**

Links to the following CUNY policies may be found at:

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>

- [Academic Integrity](#)
- [Computer Use](#)
- [Conflict of Interest Policy](#)
- [Contract Signing Authority](#)
- [CUNY Campus and Workplace Violence Policy](#)
- [Domestic Violence and the Workplace](#)
- [Drug/Alcohol Use – Amnesty Policy](#)
- [Equal Opportunity and Non-Discrimination](#)
- [Facility Use Policy](#)
- [FERPA](#)
- [FOIL Procedures](#)
- [Gender Change Request Form](#)
- [Gramm-Leach-Bliley Information Security Program](#)
- [Identity Theft Prevention Program](#)
- [Information Security](#)
- [Intellectual Property Policy](#)
- [Lactation Guidelines](#)
- [Marketing of Credit Cards to Students](#)
- [Medical Withdrawal](#)
- [Personal Data Change Request Form](#)
- [Policy Against Drugs and Alcohol](#)

- [Preferred Name Request Form](#)
- [Records Retention and Disposition Schedule](#)
- [Research Misconduct](#)
- [Reasonable Accommodations and Academic Adjustments](#)
- [Reporting Alleged Misconduct](#)
- [Sexual Misconduct Policy](#)
- [Student and Employee Requests for Name and Gender Changes Memo](#)
- [Student Complaints About Faculty Conduct in Academic Settings](#)
- [Student Bill of Rights](#)
- [Travel: Domestic and International Travel](#)

Information regarding additional faculty resources is available in the [City College Faculty Handbook](#)

[https://www.ccny.cuny.edu/sites/default/files/FACULTY\\_HANDBOOK\\_v6\\_Final%20%281%29.pdf](https://www.ccny.cuny.edu/sites/default/files/FACULTY_HANDBOOK_v6_Final%20%281%29.pdf)

## Resource Staff – Department of Medical Education/Office of Academic Affairs

Below is contact information for selected offices that provide support to course faculty:

- Academic Technology Manager / Director of Course Administration (Room reservations, Zoom and AV technology and support):  
Omer Kabir – [okabir@med.cuny.edu](mailto:okabir@med.cuny.edu)
- Advising – Office of Student Affairs  
Dani McBeth, Associate Dean for Student Affairs – [dmcbeth@med.cuny.edu](mailto:dmcbeth@med.cuny.edu)  
Cynthia Civil, Director of Support Services (undergraduate advising) –  
[ccivil@med.cuny.edu](mailto:ccivil@med.cuny.edu)
- Faculty Development:  
Nicole Roberts, Associate Dean for Medical Education and Faculty Development –  
[nroberts@med.cuny.edu](mailto:nroberts@med.cuny.edu)  
Jude-Marie Alexis Smalec, Professor of Faculty Development – [jmalec@med.cuny.edu](mailto:jmalec@med.cuny.edu)
- Institutional Research and Evaluation (includes oversight of the following areas: Learning and Course Management [LEO], undergraduate course evaluations, curriculum mapping)  
Ana Motta-Moss, Director [amotta@med.cuny.edu](mailto:amotta@med.cuny.edu)
- Learning Resources Center: <https://www.ccny.cuny.edu/csom/lrc-0>  
Anabelle Andon, Co-Director - [aandon@med.cuny.edu](mailto:aandon@med.cuny.edu)  
Joy Richards, Co-Director – [jrichards@med.cuny.edu](mailto:jrichards@med.cuny.edu)
- NBME Examination Chief Proctor:  
Omer Kabir – [okabir@med.cuny.edu](mailto:okabir@med.cuny.edu)
- CSOM Registrar / Director of Academic Records:  
Matthew Casanova – [mcasanova@med.cuny.edu](mailto:mcasanova@med.cuny.edu)

## APPENDICES

1. Senior Leadership Titles and Roles, and Organizational Chart
2. Teacher-Learner Expectations
3. Teacher-Learner Contract
4. Educational Program Policies – BS/MD program

## **APPENDIX 1**

### **CUNY School of Medicine Senior Leadership**

*(current as of September 2021)*

#### **Dean - Carmen R. Green, M.D. Dean (effective 10/01/21)**

The Dean will be the chief academic and administrative officer of the SOM. The Dean will appoint and supervise the members of the dean's administrative staff, including deputy, associate, and assistant deans, and manage the educational and administrative activities of the school. He/she will oversee the administrative and fiscal matters of CSOM, enhance CSOM's long-term and short-term financial resources and provide leadership to the development of long-term strategic planning for the growth and improvement of the programs of CSOM and will report to the President of The City College of New York.

Responsibilities include:

- Developing, maintaining, and enhancing CSOM's educational standards to ensure the academic excellence of the medical program; assuming responsibility for and authority over the content and implementation of the curriculum: ensuring compliance with the bylaws and policies of the Board of Trustees of CUNY, CSOM, and CCNY and all relevant accrediting bodies.
- Recommending to the chancellor, after due internal process, the appointment, promotion, and granting of tenure to eligible members of the faculty of CSOM.
- Appointing and supervising the members of the dean's administrative staff, including deputy, associate, and assistant deans, and appropriately managing the educational and administrative activities of the school.
- Overseeing the administrative and fiscal matters of CSOM, including overseeing budgets, reviewing and approving grant and contract proposals that entail the participation of CSOM, and holding final authority over decisions related to the assignment of office and laboratory space to programs, departments, or individuals.
- Establishing and overseeing affiliation agreements with institutions that provide educational and training experiences for CSOM's students.
- Promoting CSOM's vision and mission, and nurturing by example an environment that promotes these.
- Enhancing CSOM's long-term and short-term financial resources through collaboration with the Development Office of CCNY and relevant external funders.
- Overseeing CSOM's student recruitment and admissions processes, and resources to foster a learning environment supportive of students' academic performance.
- Providing leadership to the development of long-term strategic planning for the growth and improvement of the programs of CSOM.
- Representing CSOM and acting as agent of the president of CCNY at national and local organizations.

#### **Deputy Dean for Medical Education – Erica Friedman, M.D.**

Dr. Friedman is responsible for developing, maintaining, and enhancing CSOM's educational standards to ensure the academic excellence of the medical program by assuming responsibility for and authority over the content and implementation of the curriculum, and ensuring compliance with the bylaws and policies of the Board of Trustees of CUNY, CSOM, and CCNY and all relevant accrediting bodies.

- Leads and provides oversight for the development, implementation and evaluation of the medical education program, including oversight of accreditation processes and CQI
- Manages and leads the renewal of the biomedical curriculum
- Oversees offices of admissions, registrar, student affairs
- Identifies, recruits and maintains clinical partnerships in support of the BS/MD curriculum
- Supervises the Office of Academic Affairs and units that support and evaluate student academic success
- Chair, Department of Medical Education
- In consultation with the Dean, develops strategies to advance the School and its mission with University and legislative professionals, funding and accreditation groups, and other organizations.



#### **Associate Dean for Curriculum and Assessment – Rosa Lee, M.D.**

Dr. Rosa Lee provides leadership and oversight for development, implementation, evaluation, and continuous improvement of curriculum across all years of the BS/MD program.

- Oversees curriculum and assessments across the 7 year BS/MD program
- Chairs academic segment and program reviews for curriculum committee
- Works with faculty and assistant deans for basic science and clinical curriculum to develop curricular innovations and assessments
- Serves as dean's designee for course/clerkship grade appeals
- Works with curricular deans to ensure compliance with LCME accreditation standards related to educational program

#### **Associate Dean for Medical Education and Faculty Development – Nicole Roberts, Ph.D.**

Dr. Roberts is responsible for overseeing, developing, arranging and delivering faculty development programs for clinical and basic science faculty at CSOM and our clinical affiliates. She also performs medical education research and supports those who are interested in doing research in medical education.

- Provides leadership and oversight in creating and delivering the faculty development program for clinical and basic science faculty at CSOM and our clinical affiliates
- Performs medical education research and support others who wish to do so
- Provides educational expertise and assistance in developing curriculum across the 7 year program
- Provides educational expertise and assistance with clinical sites.
- Provides oversight to three functional areas:
  - a. **The Learning Resource Center** <https://www.ccnycuny.edu/csom/lrc-0>, a resource for students who desire academic assistance or who wish to serve as peer tutors.
  - b. **Office of Institutional Research and Evaluation**, which manages curriculum mapping, course evaluations and institutional outcomes.
  - c. **Course Administration**-AV support, online education support, room reservations and testing administration.

#### **Associate Dean for Research – Maria Lima, Ph.D.**

Dr. Lima is the Associate Dean for Research. She develops and oversees strategy and vision for enhancing and growing extramural research support of the faculty, including metrics and rewards.

- Provides expertise in the development of faculty research grants and supports faculty research initiatives; provides support for identifying grant opportunities, mentoring of faculty for grant development, and editing grants before submission.
- Strengthens and identifies new collaborations across other schools at City College, research-intensive institutions in New York City, and other institutions nationally as applicable for faculty and development of collaborative program grants, including clinical opportunities.
- Maintains an accessible database of research enterprise metrics for the School of Medicine, including grant submissions, grant receivables, publications of faculty and students.
- Advocates for student research opportunities; serves as a resource to identify intramural and extramural research opportunities.
- Represents and advocates for the School of Medicine in the Research Advisory Council, Space Committee, and other committees at the College and the Research Foundation of CUNY.

### **Associate Dean for Student Affairs – Dani McBeth, Ph.D.**

Dr. McBeth oversees the functions of the Office of Student Affairs, which is responsible for coordination of all aspects of student life that are outside of the academic programs. These include extracurricular activities, fellowship and scholarship programs, housing advisement, ceremonial occasions, NBME exam registration, compliance issues, career planning and the residency application process.

The Associate Dean for Student Affairs:

- Oversees functions of the Student Affairs Office:
  - Student activities
  - Student government
  - Fellowships & scholarships
  - Housing advisement
  - Ceremonial occasions
  - Medical student advisor activities
- Manages professionalism documentation submissions
- Manages mistreatment reporting
- Manages absence reporting
- Manages health clearance form submission
- Advises all students regarding Student Academic Progress Committee decisions

### **Assistant Dean for Academic and Faculty Affairs – Annabel Santana, M.P.H.**

Ms. Santana coordinates and provides support to CSOM leadership and faculty for academic and administrative processes including faculty governance, appointment and promotion processes; strategic planning initiatives; accreditation processes, and special projects. Primary responsibilities:

- Coordinates faculty reappointment, promotion and tenure processes, and assists with academic and faculty personnel matters; serves as a resource to department chairs on faculty personnel matters; supports onboarding of clinical faculty from affiliate hospital sites
- Co-facilitates accreditation processes; manages and responds to requests from the LCME, MSCHE, NYSED; ensures compliance with CUNY and NYSED policies related to CSOM's academic programs
- Provides support for the CSOM faculty governance processes through the Faculty Council and the Executive Faculty Committee, including updating the faculty handbook, and monitoring and disseminating university initiatives, policies and procedures that impact upon academic programs
- Supports strategic planning processes and monitoring of short- and long-term strategic goals and metrics
- In collaboration with CSOM leadership, assists in the planning of and coordinates faculty and staff development opportunities, meetings, assemblies, retreats, special projects and events.

### **Assistant Dean for Administration and Finance – Priscilla Daniel, M.P.A.**

In consult with the dean of the CUNY School of Medicine, Ms. Daniel provides oversight and management of the resources that support the educational mission of the school. Areas of responsibility include budget and finance, human resources, procurement, facilities and information technology.

Areas of responsibility include:

- Tracking our revenue and expenses
- Oversight of CSOM payroll
- Assisting with faculty and staff recruitment, and oversight processing of faculty and staff appointments
- Approval and processing of required resources (Procurement)
- Assisting in maintaining adequate facilities for Harris Hall and other CCNY teaching and research spaces
- IT (hardware, software and Wifi)

- Assisting with the planning and implementation of Liaison Committee on Medical Education (LCME) accreditation strategies and activities.
- Participating in the development and implementation of school-wide strategic planning to align the school's targets and goals with the mission of the school and university.

#### **Assistant Dean for Basic Science Curriculum – Emine Abali, Ph.D.**

Dr. Abali has oversight of the CSOM basic science curriculum. She works with the basic science and Organ Systems course directors and module leaders and the Associate Dean for Curriculum and Assessment, and the Office of Medical Education to ensure that these curricula meet LCME accreditation standards and enable our students to meet the schools Educational Program Objectives.

1. Provide day-to-day supervision of basic science course directors and administrators to ensure that the content, teaching and assessment are in alignment with CSOM policies and LCME requirements
2. Assists in revising course content or structure based upon student and Curriculum Committee feedback
3. Develop and maintain relationships with our Organ Systems module directors to facilitate integration of basic science and clinical content

#### **Assistant Dean for Clinical Curriculum – Lisa Auerbach, M.D.**

Dr. Auerbach is responsible for working with the Clinical and CHASM course directors, clerkship directors, clinical faculty and hospital leadership, the Associate Dean for Curriculum and Assessment, and the Department of Medical Education to coordinate the Clinical and CHASM curricula, to ensure that these meet LCME accreditation standards and that students meet the school's Educational Program Objectives.

- Provide leadership and oversight for the clinical curriculum including the Practice of Medicine courses, CHASM course, core M3 and M3 clerkships and M4 elective clerkships
- Provide day-to-day oversight of clerkships and clinical courses ensuring that the educational program objectives are met and that clinical sites are teaching in alignment with CSOM policies and LCME requirements
- Evaluate, revise, oversee and coordinate the orientation to clerkship course, and the M3s intersession and the introduction to internship course.
- Establish, develop, and maintain relationships with clerkship directors and other faculty at existing, developing and new clinical sites.

#### **Assistant Dean for Diversity and Inclusion – Lynn Hernández, Ph.D.**

Dr. Hernández leads and facilitates programs and initiatives in support of the School's [Diversity, Equity and Inclusion \(DEI\) policy](#). She is responsible for formulating and implementing a strategic plan for enhancing DEI across the School and developing metrics to assess the plan's impact on the learning environment. She is also responsible for providing guidance on empirically supported best practices to enhance the recruitment, retention and advancement of students and faculty from groups historically underrepresented in medicine (URiM) and developing professional development opportunities to foster a more structurally competent learning environment.

- Develops and oversees a strategic plan for enhancing diversity, equity and inclusion across the school, including metrics to assess its effectiveness and impact on the School's learning environment. including its research, education, clinical and service missions
- Provides expertise in the development of effective practices to recruit and retain students, faculty, staff and senior administrators from URiM groups, and guidance to faculty on culturally competent curriculum development and teaching.
- Serves as an advocate, mentor, resource and support to students, faculty and staff from URiM groups.
- Manages and leads diversity training, education and professional development opportunities for faculty, students, and staff to foster a structurally competent learning environment.
- Collaborates with the College's Office of Diversity and Compliance in responding to incidents related to bias, discrimination and harassment, and in identifying appropriate interventions.

**Assistant Dean and Director, Physician Assistant Program – Jaclyn Churchill, D.M.Sc.**

Serves as chief executive of the PA program, providing direction, leadership, operational oversight, fiscal management, and long-term goal planning for the program.

- Supervises faculty and staff to support, implement and evaluate program curriculum, policies, procedures, student progress, and compliance with accreditation standards.
- Coordinates collaboration and integration of programmatic activities with the BS/MD program, Medical Director of Harlem Hospital, and other medical centers throughout the greater metropolitan area.

**Executive Director of Admissions, Wellness & Counseling – Jodie Meyer, Ph.D.**

As Executive Director of Admissions, Wellness and Counseling, Dr. Jodie Meyer is responsible for oversight of all activities related to annually admitting an undergraduate class into our seven-year BS/MD program. In addition, Dr. Meyer is responsible for the Counseling Office and Sophie's Pulse, our wellness program.

- Oversight for Office of Admissions – undergraduate & medical school admissions, outreach and pipeline program
- Responsible for annual recruitment, orientation and ongoing training of interviewers, presenting admissions committee members for approval, and for data about each admitted class
- Liaison to the AAMC regarding CSOM online profile and admissions data and to the Executive Faculty Committee regarding admissions
- Ex-officio member of the Admissions Committee
- Oversight for triage and referral of students to the Counseling Office, and to other related/needed mental health resources
- Oversight and evaluation of wellness programming

**Executive Director of Institutional Advancement – Robert DeMicco, M.P.A.**

In collaboration with the CSOM senior leadership, Mr. DeMicco is responsible for building awareness and support for CSOM from all constituent bodies and programs, including alumni relations, development, community engagement, public relations and government relations, to promote public understanding of our mission in order to cultivate and secure community and financial support.

- Develops and implements a strategic major gifts plan and programs to sustain and steward major gift support of CSOM work.
- Negotiates complex gift agreements, MOUs and related documents, ensuring compliance with CUNY, city, state, and federal financial regulations
- Manages and cultivates the Dean's Advisory Board
- Oversees the Alumni Relations staff activities related to the planning, implementation and promotion of alumni programs in support the school's strategic plan, and the nurturing of relationships with alumni
- Provides oversight and strategic direction to the CSOM efforts and identity as it relates to marketing, branding, public relations, and communications functions, to ensure that the School has a clear and consistent voice.

\* \* \* \* \*

**Academic Department Chairs**

**Jaclyn Churchill, DMSc, MPH, PA-C** – Physician Assistant Program

**Erica Friedman, MD** – Medical Education Department

**Noel Manyindo, MD, MPH, MBA** – Community Health and Social Medicine Department

**Edward Telzak, MD** – Clinical Medicine Department

**Gonzalo Torres, PhD** – Molecular, Cellular and Biomedical Sciences Department

## APPENDIX 2

### Teacher-Learner Expectations

#### **Policy on the teacher-learner relationship and student mistreatment.**

#### **Policy on Student Mistreatment - teacher-learner relationship.**

##### Purpose

The purpose of this policy is to foster mutual respect and to create a positive and supportive learning environment in which students learn to be highly competent and caring health professionals. We as educators have the responsibility to create a safe and supportive learning environment that encourages the development in students of the professional and collegial attitudes necessary for providing caring, ethical and compassionate health care.

##### Standards

All faculty members should act in a professional, courteous manner that shows respect to students at all times. The relationship between teacher and learner must be based on mutual trust, respect, and responsibility if we are to develop the most effective learning environment. Both parties in this relationship have legitimate expectations of the other. For example, the student can expect that the instructor will teach in an effective and respectful manner. The teacher can expect that the student will make an appropriate investment of time and energy to acquire the skills and knowledge necessary to become a caring, effective, and ethical health care professional and to treat the teacher in a respectful manner. Preparing for the educational encounter is the responsibility of both parties. Furthermore, both parties have an obligation to discharge their responsibilities with mutual respect and honesty.

In addition to being effective teachers, faculty members are role models for students and must model professional and ethical behavior to the students. Teachers should respond to students' questions and comment in a respectful and courteous manner.

##### Definition of Mistreatment

Certain behaviors are clearly antithetical to a productive learning environment and are classified as mistreatment of students. Mistreatment of students includes but is not limited to disclosing confidential student information; public humiliation and other actions that can be reasonably interpreted as demeaning or humiliating; sexual harassment (including unwelcome sexual remarks or jokes); inappropriate comments about student's dress, ethnicity or sexual orientation; physical aggression (including pushing, shoving, or other intentional inappropriate physical contact) or the threat of physical aggression; unjustified exclusion from reasonable learning opportunities; and other unfair treatment of students. Mistreatment of students can result in disciplinary action of the offender. These policies as outlined are in compliance with the CCNY Academic Affairs Integrity Process and are not meant to supersede or supplant CUNY policy.

## **Policy and Procedure for Reporting Alleged Mistreatment and Unprofessional Behavior**

The Office of Student Affairs will track and monitor all reports of alleged mistreatment according to the procedures articulated below:

### **Contemporaneous allegations of mistreatment/unprofessional behavior**

If students encounter mistreatment and/or unprofessional behavior, it must be addressed immediately. They have non-anonymous and anonymous mechanisms to report mistreatment/unprofessional behavior.

**Non-Anonymous reporting:** Students may talk to the course/clerkship director, who will try to resolve the issue. The course or clerkship director will report the issue to the Associate Dean for Student Affairs in the Office of Student Affairs. If the course/clerkship director is unable to resolve the issue, the student and/or the course/clerkship director will report it to the Associate Dean for Student Affairs in the Office of Student Affairs. The student always has the option to report directly to the faculty (e.g., Associate Dean for Student Affairs, or the medical student advisors) in the Office of Student Affairs, either in person or via email at the address [mistreatment@med.cuny.edu](mailto:mistreatment@med.cuny.edu). The associate dean of student affairs in the Office of Student Affairs will report issues to the appropriate course/clerkship director, the department chair, and the assistant dean charged with that area of the curriculum to investigate and address. When the issue is resolved, a report will be made to the Associate Dean for Student Affairs in the Office of Student Affairs.

**Anonymous reporting:** Students may report instances of mistreatment via an online reporting system (<https://www.ccny.cuny.edu/csom/mistreatment-policy>). They will have the option to provide their name, or they may report anonymously. The Associate Dean for Student Affairs in the Office of Student Affairs monitors and reports issues to the appropriate course/clerkship director, the department chair, and/or the assistant dean charged with that area of the curriculum to investigate and address. When the issue is resolved, a report will be made to the Office of Student Affairs.

Course/clerkship directors must report allegations of mistreatment/unprofessional behavior the Associate Dean for Student Affairs as soon as possible, but no more than five working days after the student initially reports the event.

### **Allegations of mistreatment/unprofessional behavior reported in end-of-experience evaluations**

Students are asked explicitly about their experiences of mistreatment and unprofessional behavior in every course, clerkship, and clinical experience evaluation. Reported instances are highlighted and given immediately to the course/clerkship director, appropriate personnel at the site of the mistreatment/unprofessional behavior, the assistant dean charged with that area of the curriculum, the department chair and the Office of Student Affairs. The associate dean of student affairs in the Office of Student Affairs is charged with ensuring the issue is addressed in a timely fashion.

### **Resolutions of allegations of mistreatment/unprofessional behavior**

Those individuals engaging in mistreatment/unprofessional behavior may be disciplined, including removal from teaching responsibilities at the CSOM. Determination of consequences that may arise from mistreatment will be the responsibility of the course or clerkship directors, assistant dean charged with

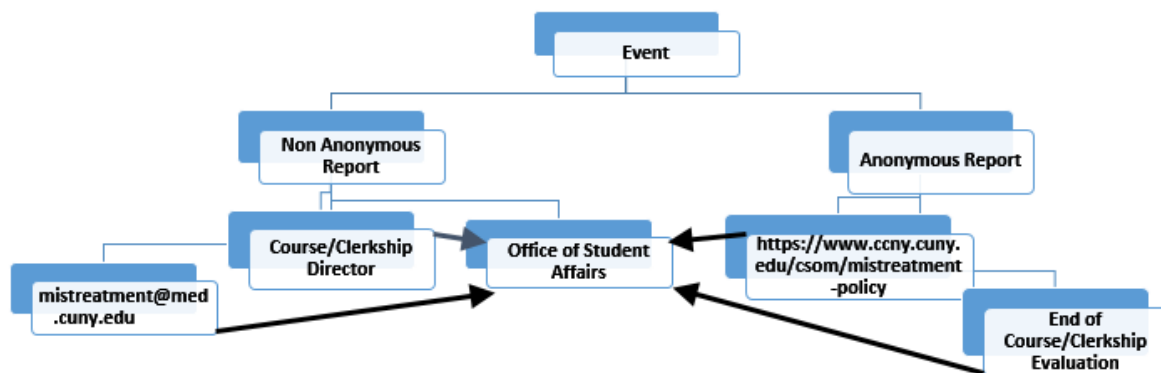
that area of the curriculum, site directors at clinical sites, and/or the department chair. Students who engage in mistreatment/unprofessional behavior will be referred to the Office of Student Affairs, and may face disciplinary proceedings through the Student Academic Progress Committee.

#### CUNY Policy for Student Complaints about Faculty Conduct

Students may always use the CUNY Policy for complaints about faculty conduct in academic settings, found here:

[https://www.cuny.edu/about/administration/offices/la/PROCEDURES\\_FOR\\_HANDLING\\_STUDENT\\_COMPLAINTS.pdf](https://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf)

#### ***Procedures for Reporting Mistreatment/Unprofessional Behavior***



## APPENDIX 3

### Teacher Learner Contract

#### TEACHER-LEARNER EXPECTATIONS

The SCHOOL holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses and ancillary support staff, as well as others from whom students learn.

#### GUIDING PRINCIPLES:

**Duty:** Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession’s standard of care but also to instill the values and attitudes required for preserving the medical profession’s social contract with its patients.

**Integrity:** Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

**Respect:** Respect for every individual is fundamental to the ethic of medicine. Mutual respect is essential for nurturing that ethic. Teachers have a special obligation to ensure that students and residents are always treated respectfully.

#### RESPONSIBILITIES OF TEACHERS AND LEARNERS:

##### Teachers should:

- ☐ Treat students fairly and respectfully
- ☐ Maintain high professional standards in all interactions
- ☐ Be prepared and on time
- ☐ Provide relevant and timely information
- ☐ Provide explicit learning and behavioral expectations early in a course
- ☐ Provide timely, focused, accurate and constructive feedback on a regular basis and thoughtful and timely evaluations at the end of a course
- ☐ Display honesty, integrity and compassion
- ☐ Practice insightful (Socratic) questioning, which stimulates learning and self-discovery and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive
- ☐ Solicit feedback from students regarding their perception of their educational experiences
- ☐ Encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately



**Students should:**

- ☐ Be courteous of teachers and fellow students
- ☐ Be prepared and on time
- ☐ Be active, enthusiastic, curious learners
- ☐ Demonstrate professional behavior in all settings
- ☐ Recognize that not all learning stems from formal and structured activities
- ☐ Recognize their responsibility to establish learning objectives and to participate as an active learner
- ☐ Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine
- ☐ Recognize personal limitations and seek help as needed
- ☐ Display honesty, integrity and compassion
- ☐ Recognize the privileges and responsibilities coming from the opportunity to work with patients in clinical settings
- ☐ Recognize the duty to place patient welfare above their own
- ☐ Recognize and respect patients' rights to privacy
- ☐ Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse"

**Relationships between Teachers and Students**

Students and teachers should recognize the special nature of the teacher-learner relationship which is in part defined by professional role modeling, mentorship, and supervision. Because of the special nature of this relationship, students and teachers should strive to develop their relationship to one characterized by mutual trust, acceptance and confidence. They should both recognize the potential for conflict of interest and respect appropriate boundaries.

## APPENDIX 4

### Educational Program Policies – BS/MD program\*\*

\*\* Current as of summer 2021. Please refer to the *Student Handbook of Academic Policies*, available from the Office of Academic Records and on the school's shared (S) drive for most current policies.

- **Amount of time allotted for scheduled student activities – M.D. Years 1 and 2** The amount of time that students spend in scheduled activities during years 1 and 2 of the M.D. curriculum will be limited to an average of no more than 22 hours per week.
- **Policy on student duty hours during clinical rotations.** The following policy pertains to the amount of time medical students spend in required clinical and educational activities during clinical rotations, including clerkships and electives. The policies have been established in line with ACGME guidelines for work hours of interns and residents, the Saint Barnabas and Staten Island University Hospitals Graduate Medical Education Policy regarding working hours regulations to promote patient safety and medical student well-being.

#### Policy for Clinical Rotation Duty Hours:

- 1) Duty hours are limited to 80 hours per week averaged over the length of the rotation. This includes all clinical care, in-house call activities, and departmental and medical school sponsored core educational sessions including rounds, lectures, and seminars. Duty hours do not include time spent at home reading or studying.
- 2) No duty shift (such as a call day) may exceed 24 hours, plus 3 hour sign out.
- 3) Students are required to have one 24 hour period off in seven days, averaged over the length of the rotation.
- 4) Students may not have more than 12 consecutive hours on duty in the Emergency Department.

#### Compliance:

Clerkship directors, elective course directors, and the Assistant Dean for Clinical Curriculum will monitor this policy for compliance. Students will be advised to report violations to this policy by one of several ways. The student may directly report the violation to the clerkship/elective course director. Students may also directly report the violation to the Assistant Dean for Clinical Curriculum. At the end of each clerkship and elective course, students will be asked about course compliance with the student duty hours policy on the course evaluation form. The responses to the course evaluation form will be anonymous, and they will be reviewed by the Assistant Dean for Clinical Curriculum and the clerkship director. Additionally, students may anonymously report duty hour violations at any time through an on-line reporting system that will be reviewed by the Assistant Dean for Clinical Curriculum.

If the duty hour violation is reported directly to the clerkship or course director, the course or clerkship director must investigate the report and attempt to resolve the situation. If the

situation is not resolved, the student must report the violation to the Assistant Dean for Clinical Curriculum. The Assistant Dean will address these and any other reports of duty hour violations that were directly reported to him/her by meeting with the specific clerkship or course director. The clerkship director will be required to submit a final report to the Assistant Dean for Clinical Curriculum and the Deputy Dean to summarize how the compliance issue was resolved.

- **Scheduling of exams**

Final examinations for most courses or blocks will usually be given on the last scheduled day of class (except Organ Systems and Clerkship customized exams). During years 1 and 2 of the M.D. curriculum, there can only be one examination in any given day.

Students who anticipate being absent from an examination because of religious observance must notify the course or clerkship director as early as possible in the course, and no later than two weeks in advance of the absence (or 4 weeks in the event of a NBME subject examination). In the event a student is unable to complete an examination or assessment due to a religious observance, with the required notice, the student will be permitted the opportunity to make up the examination or assessment.

- **Missed exam policy**

Policies governing procedures to follow in case of missed exams or absence from required course activities are contained in the CUNY School of Medicine Student Absence Policy (see Appendix 4, CUNY School of Medicine Student Absence Policy). The Office of Student Affairs is charged with determining whether an absence constitutes an Approved, Discretionary, or Unapproved absence. Under no circumstances is a student obligated to disclose to a faculty member (including the course director) the reason for the absence. Conversely, faculty may not request such disclosure from a student.

- **Timing of Release of course grades**

The following policies govern the timing for submission of course and clerkship grades for all CSOM courses and clerkships:

1. Each course director is charged with ensuring regular, timely, and universal completion of student evaluations.
2. Grades must be submitted within one week of the end of a non-clinical course.
3. For medical school clinical courses, all grades are expected to be completed and available to students within four weeks of the completion of a section or clinical rotation.
4. Course and clerkship directors or their coordinators will be responsible for providing the Office of Academic Affairs with the grades for their individual courses and clerkships within the required timeframes.
5. Course and clerkship directors will be responsible for contacting delinquent faculty members to assure their timely completion of evaluations.
6. The curriculum committee will regularly review composite and individual course and clerkship grade submission data as part of the review of each course and clerkship.

- **Early student performance feedback**

All courses of four weeks or longer must include formal feedback early enough to allow sufficient time for remediation. This feedback will typically be provided no later than half-way through the course, and will be based on formal graded assessments as well as, where appropriate, individualized narrative feedback.

Similarly, all clerkships of four weeks or longer must include formal feedback early enough to allow sufficient time for remediation. Students will receive formal feedback as part of a required mid-cycle evaluation for all clinical experiences of four weeks or more.

- **Policies and Practices to ensure the confidentiality of sensitive health, psychological and/or psychiatric information:**

1. Psychological and psychiatric counselors who provide counseling services to Medical Students will not be faculty members, and will have no responsibility for teaching or involvement in the academic assessment, evaluation or promotion of students.
2. The psychological/psychiatric counselors keep all individual patient information confidential, and the Counseling Office adheres to the APA General Guidelines for Providers of Psychological Services and HIPAA regulations. In addition, student records are kept by the counselor, and are not a part of the student's academic record.
3. Students with other health sensitive medical needs will be referred to medical professionals who have no administrative or teaching roles at the medical school. The City College student health service will not have contact with CSOM faculty regarding students, nor will be involved in teaching/assessing CSOM students. In the event that a student seeks treatment at the St. Barnabas Health Center, Staten Island University Hospital or other clinical affiliate, the CSOM will assure that the treating doctor or resident will have no responsibility for the assessment or grading of the student.
4. Faculty who provide healthcare services to students will not be involved in the supervision, academic evaluation, or promotion decisions of students receiving such services. If a student finds him/herself in a situation where they are supervised and/or will be evaluated by a faculty member who is also providing healthcare services to them, they may request immediate reassignment. Such requests should be made to the Course or Clerkship Director. Similarly, if a faculty member finds that he/she has been assigned a student, who is also their patient, to supervise and/or evaluate, he/she must request that the student be assigned to another faculty member.

- **Policies on Teaching and Evaluation by Members of The Medical School Administration**

In recognition of the conflicts of interest that can occur when students learn from and are assessed by members of the Medical School administration (who, in their role, may have access to sensitive health, psychiatric, or psychological information about individual students), the following policies are in place to ensure the confidentiality of such sensitive information. Such members of the medical school administration include, but are not limited to, the Dean of the Medical School, the [Deputy](#) Dean for Medical Education, the Associate Dean for Student Affairs,

the Executive Director of Admissions, Wellness and Counseling, the Director and staff of the Counseling Office and the Chair of the Student Academic Progress Committee.

These members of the Medical School Administration are:

- a. Allowed to teach students in the context of large group sessions such as lectures or large group discussions that involve the entire class
- b. Allowed to teach students in electives/selective experiences
- c. Not allowed to supervise students during any clinical rotations
- d. Not allowed to teach students in any small group sessions or activities that are graded
- e. Not allowed to participate in the assessment or evaluation of student performance
- f. Not allowed to serve as voting members on the Promotions Committee
- g. Not allowed to share or discuss health, psychiatric, or psychological information about individual students with members of the Promotions Committee.

All other members of the medical school administration are:

- a. Allowed to teach and evaluate students in the context of large group sessions such as lectures or large group discussions that involve the entire class
- b. Allowed to teach and evaluate students in electives/selective experiences
- c. Allowed to teach and evaluate students in small group sessions or activities

- **Policy on timing of submission and posting of lecture materials:**

1. Course Directors will post all materials, including lecture slides, on Blackboard or LCMS+ 5 days in advance of the lectures.
2. For new (first-time taught) courses, faculty will provide lecture materials, including a draft version of the lecture slides, to the Course Director 8 weeks in advance of the lecture to review for consistency and redundancy across sessions. PBLs will be developed separately.
3. For continuing courses, faculty will provide lecture materials, including lecture slides, to the Course Director 2 weeks in advance of the lecture for review/comment. At the discretion of the Course Director and the needs of specific courses, this timeframe might be shortened. PBLs will be developed separately.

- **Exam Policy**

Students are expected to refrain from behavior that compromises the fairness of an exam as an instrument of evaluation for any and all members of the class at all times.

Students may not engage in conduct which impairs the ability of fellow students to complete the exam without disturbance and they may not use any reference source, including other persons or material recorded in any form, or any data retrieval devices while the exam is in progress. Additionally, students are expected to adhere to Honor Code (see below). It is imperative that students respect and follow the direction of the proctors. Failure to do so is grounds for professional citation and dismissal.

*I hereby affirm that I have neither given nor received unauthorized assistance during this examination. I acknowledge that the Code of Professional Conduct of CUNY School of Medicine stipulates that students may not cheat, plagiarize or assist others in the commission of these acts. I also acknowledge that the Code of Professional Conduct provides that students have a duty to report any breach of these ethics through appropriate channels.*

**During an exam:**

*Arriving at the exam:* Each student is expected to be in place (seated) in time for the announced exam start time. Students who are more than 15 minutes late for the exam will not be admitted unless there is an excused absence. CUNY SOM has adopted the testing regulations of the NBME for all exams. The following items may not be brought into the exam room:

- iPads/tablets
- Cell phones
- Paging devices
- iPod, radio or media devices
- Calculators
- Recording/filming devices
- Beverages or food of any type
- Reference materials (books, notes, papers)
- Watches with alarms, computer, or memory capability
- Backpacks, briefcases, or luggage
- Coats, hats and head coverings (other than those worn for religious reasons)

Students will not be permitted to enter the test site with prohibited items.

In the event of a computer malfunction or a circumstance under which you are unable to continue with an exam due to testing site circumstances, the timing on the exam stops until the problem is resolved. Proctors remain on site until all students have finished their exams.

*During the Exam:* Students may not leave the exam room for any purpose other than to use the rest room. Each student will be provided with an exam answer sheet on which they may record their answer choices. These answer sheets will be collected at the end of the test and will be distributed during the Exam Review Session; students will not be allowed to use other than the provided scratch sheet(s). Upon completion of the exam, all scratch paper sheets must be turned in to a proctor. Students are not allowed to remove any notes taken during the exam from the exam room. Dissemination of exam content by any means is strictly forbidden.

**Exam review policy:**

Students are encouraged to take advantage of the scheduled review sessions to understand what topics they need to continue to work on. Students may review their exams in groups within 10 days after the exam date. There will be no additional exam review sessions before finals. Students will be informed about the room and time of the review sessions, and must sign in. The following items may not be brought into the exam review session:

- iPads/tablets
- Cell phones
- Paging devices

- iPod, radio or media devices
- Calculators
- Recording/filming devices
- Beverages or food of any type
- Reference materials (books, notes, papers)
- Watches with alarms, computer, or memory capability
- Backpacks, briefcases, or luggage
- Coats, hats and head coverings (other than those worn for religious reasons)

Students will not be permitted into the exam review with prohibited items.

Students will be provided with scratch paper which must be turned in to the proctor when the session ends. Scratch papers are used to convey message to the Course Director(s) about specific questions. Dissemination of exam content by any means is in strict violation of the Honor Code.

- **Student Absence Policy**

Students attending the CUNY School of Medicine/ Sophie Davis Biomedical Education Program (CSOM/SBE) are required to comply with the attendance policy in all years of education and training.

Students are required to attend and actively participate in all components of the curriculum, including required lectures, small group sessions, laboratories, field work, patient clinics and other course and clerkship activities. Absence from courses/clerkships are discouraged and should be avoided whenever possible. CSOM/SBE grants the BS and MD degrees to students who meet all academic and professional requirements. Absence from any required course/clerkship activity must be reported.

Absences due to illness or personal or family emergencies must be reported to the Office of Student Affairs via the dedicated email address: [absence@med.cuny.edu](mailto:absence@med.cuny.edu). These should be reported prior or as soon as possible after absence. Students need not report the reason for such absence to the course/clerkship director. The Office of Student Affairs will inform the course/clerkship director of the absence.

Absences for the following reasons must be reported to the Office of Student Affairs via the dedicated email address ([absence@med.cuny.edu](mailto:absence@med.cuny.edu)) a minimum of 2 weeks in advance (except for holidays for which dates are announced with shorter notice):

1. Absences due to religious obligations should be reported as soon as possible prior to the date of the holiday. Students should use discretion in judging the importance of a particular holiday and in requesting absence around such holidays. Students are not permitted to extend the absence beyond the timeframe of the official religious holiday. Students need not report the reason for such absence to the course/ clerkship director. The Office of Student Affairs will inform the course/clerkship director of the absence.

2. Requests for absences due to scheduled conferences for presentation of research or as leaders of a student organization must be sought from the Office of Student Affairs at [absence@med.cuny.edu](mailto:absence@med.cuny.edu) and the course/clerkship director at least 2 weeks in advance of the conference. Students must await approval before making travel plans that could interfere with attendance at required course/clerkship sessions. Leadership in co-curricular activities is encouraged, however, such opportunities must not occur at the expense of a student's required coursework and attendance responsibilities. The office of Student Affairs will inform the student of the decision as soon as possible after the request is made.
3. Requests for absences for life events such as family weddings, graduations, etc. must be sought from the Office of Student Affairs at [absence@med.cuny.edu](mailto:absence@med.cuny.edu) and the course/clerkship director at least 2 weeks in advance of the conference. The office of Student Affairs will inform the student of the decision as soon as possible after the request is made.

All absences from a scheduled examination require documentation (e.g., a physician letter) that should be sent to the Office of Student Affairs at [absence@med.cuny.edu](mailto:absence@med.cuny.edu) only.

All other absences must be reported to the course/ clerkship directors in advance. If confidentiality about the reason is necessary, the student can report the reason for the absence to the Office of Student Affairs instead at [absence@med.cuny.edu](mailto:absence@med.cuny.edu) .

Each course/clerkship syllabus specifies the number of absences that are allowed each semester, and the consequences for exceeding this number. Every absence may require the student to complete "make up" assignments. These policies are described in each course/clerkship syllabus.

Policies related to noncompliance with Attendance Policy are found in individual course/ clerkship syllabi. Consequences may include being given a professionalism form, being referred to the ad hoc Professionalism Committee for review, being assigned a lower grade, failing a course/ clerkship, or having additional time assigned to the course/ clerkship. Additionally, summative comments in the evaluations of all courses and clerkships may include descriptions of unapproved absences or tardiness. Such comments will be included in the Medical Student Performance Evaluation (MSPE) which is part of the application for residency.

This is a general CSOM policy, but students should refer to each course/clerkship syllabus for details specific to the course/clerkship.