

The City College
of New York

CUNY School of Medicine



FACULTY HANDBOOK

2017

Contents

Introduction.....	3
Organization & Governance	5
Academic Programs	8
Faculty Titles, Responsibilities, Appointment Promotion and Tenure	10
Professional Staff Congress (PSC).....	17
Faculty Development	17
Mentorship	18
Leaves	20
Educational Program Policies – BS/MD Program	21
Support Services	25
Center for Excellence in Teaching and Learning (CETL).....	27
Research	27
University Policies	28
Resource Staff - Department of Medical Education/Office of Academic Affairs	31

Appendices

1. Teacher-Learner Expectations
2. Teacher-Learner Contract
3. Memorandum re: Annual Evaluation of Faculty
4. Student Absence Policies

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). CCNY is 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 successful 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 in upper Manhattan 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, consisting of 11 senior colleges, 7 community colleges, an Honors College, and 5 graduate and professional schools including a Graduate Center and schools of journalism, law, professional studies, and public health. The University's net enrollment exceeds 270,000 students, including 200,000 full-time equivalent students.

CCNY offers an affordable education to a diverse student population and strives for excellence in its wide-ranging undergraduate and graduate programs. CCNY is home to the only public schools of engineering, architecture, and biomedical education in New York City, each designed to prepare students for successful careers and for continuing graduate and postgraduate education. 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 social, ethnic and racial 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), supported by the Commonwealth Fund and by Leonard and Sophie Davis, City College alumni. The biomedical education program was designed to address longstanding challenges of attracting physicians to primary care specialties and to the geographic areas

of greatest need. 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. Successful students were subsequently matched to partner medical schools to which they transferred as 3rd-year medical students for their clinical (clerkship) training and conferral of the MD degree. Since its founding, SDSBE has graduated approximately 2,000 students. Ninety-six percent of program graduates have received the MD degree; 40% of graduates are members of underrepresented minority (URM) groups (Black/African-American or Hispanic/Latino).

In 2011, SDSBE embarked on a major strategic planning process to define and determine 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. In 2012, a group of external evaluators, including leaders in academic medicine and in BA/MD or BS/MD educational programs, reaffirmed that the best approach for allowing SDSBE to ensure its sustainability would be to pursue full accreditation as an MD degree-granting program.

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, a charter class of 69 students matriculated into the MD segment (Year 4 of 7) of the program.

In addition to the BS/MD program, the School also 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, and in 2016, transitioned its undergraduate curriculum to a graduate level program of the CUNY School of Medicine.

Accreditation and Affiliation

The CSOM is a division of the City College of New York (CCNY), which is accredited by the Middle States Association of Colleges and Schools, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The most recent reaccreditation was granted on November 21, 2013.

In 2015, the CSOM received preliminary accreditation status from the Liaison Committee on Medical Education (LCME). The PA program received full accreditation status from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in 2014. The CSOM awards three degrees (conferred through CCNY): the BS in Biomedical Sciences; the BS and effective 2017, the MS in Physician Assistant Studies; and effective 2020, the MD degree.

Organization and Governance

○ The CUNY Board of Trustees

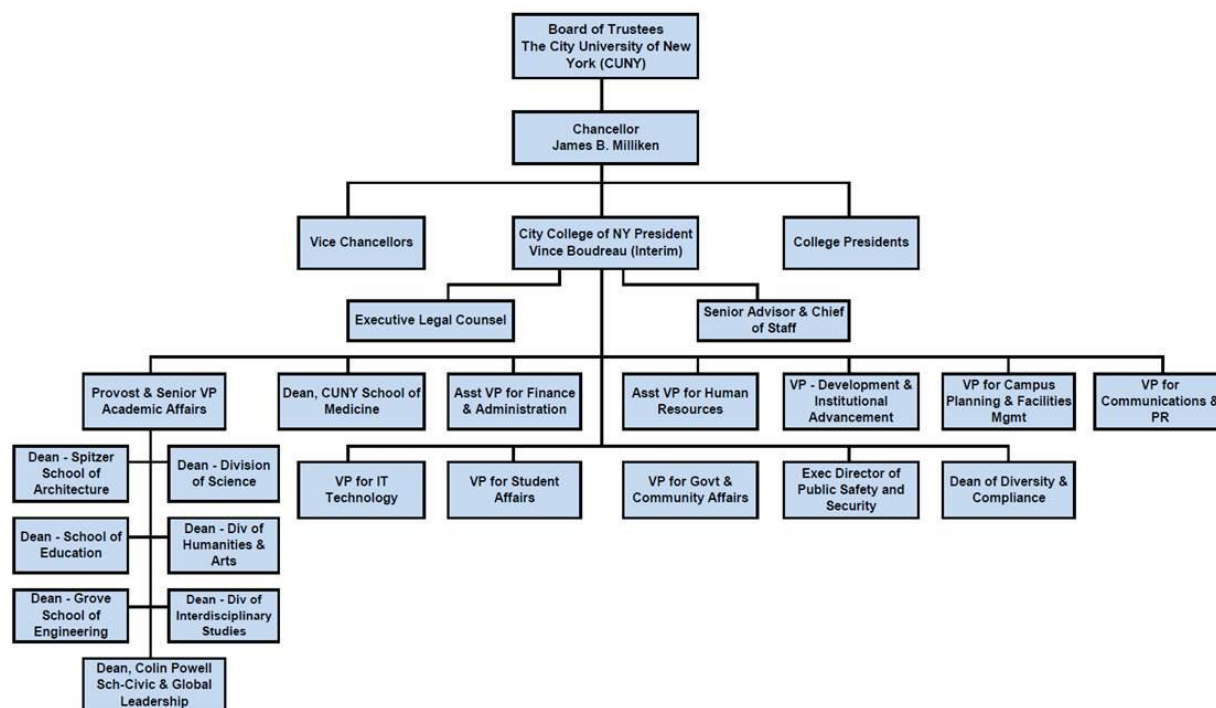
The principal purpose and function of the Board of Trustees is to preserve, enhance, and improve the University as an institution of the highest quality and standards, with a faculty and administration charged to fulfill both the general and specific missions of the University: to educate and serve the 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 authority to appoint the University Chancellor rests with the Board of Trustees. Reporting to the Board, the Chancellor serves as the University's Chief Executive Officer.

○ CCNY President

The CCNY President is charged with the administration of the College. The President reports to the Chancellor, and serves at the pleasure of the Board of Trustees for an indefinite period. Deans of CUNY's senior colleges report to the Provost of their respective campuses.

○ CSOM Leadership

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.



Organizational Chart of the leadership of CUNY and of CSOM

○ **Departments**

The academic departments of CSOM include the following:

Clinical Medicine – the Department of Clinical Medicine serves as the academic home for affiliated clinical faculty employed by the School’s clinical partners, who are responsible for the implementation of the clinical curriculum.

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 health, health-related quality of life, HIV prevention, chronic disease epidemiology, tobacco use and smoking cessation, 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 basic science courses, and the narrative medicine program. Faculty members of the Department conduct research in medical education, including curriculum innovations and assessment/evaluation.

Molecular, Cellular and Biomedical Sciences - The study and practice of medicine rest on a thorough understanding of the basic and clinical medical sciences. The 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 faculty include the following: (Note: detailed descriptions of the responsibilities and composition of the Standing Committees are defined in the Governance Plan of the CUNY SOM, available on the School's shared drive: S:\Policies\Bylaws.)

Executive Faculty Committee (EFC) – The Executive Faculty Committee serves as the SOM's committee on educational policy. Chaired by the Dean, the EFC transacts the business of the CSOM in between meetings of the Faculty, and addresses academic and administrative matters, e.g. the allocation of institutional resources, research, and special awards and honors, and 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 P&B Committee is comprised of all voting members of the EFC.

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.

Curriculum Committee - The Curriculum Committee provides oversight of curriculum development, implementation and review, based on the medical education mission of the School. Functions 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 the clinical course sub-committee, course directors subcommittee, and course review committee.

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 misconduct and/or unprofessional behavior, and advises the Dean and leadership on initiatives to promote professionalism among students.

Committee on Student Appeals – The Ad Hoc 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 without prejudice to the student, and whether the student was accorded due process. Based on its findings, the Committee makes recommendations to the Dean for resolution of the appeal.

Other Faculty Committees:

Medical Leave Committee – The Committee is charged to consider and review all student requests for leaves of absence due to medical reasons, and to recommend to the Student Academic Progress Committee (SAPC) action on such requests.

Alumni Service Agreement Committee (ASAC) - The ASAC is charged to review alumni compliance to the terms and conditions of the Agreement on Post-Graduation Service Commitment with regard to completion of a primary care residency training and fulfillment of two years of professional primary care service in physician shortage areas of New York State. (Note: The Post-Graduation Service Commitment applies to alumni who have graduated *prior to* 2018.)

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 approved by the University Board of Trustees as part of the full proposal for the MD program on December 1, 2014.

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 is its primary clinical partner for the BS/MD program. It also has affiliation agreements with several other hospitals and health centers, including Staten Island University Hospital (anticipated fall 2017), and Harlem Hospital as the principal partner of the PA program. The school also has numerous other clinical affiliates involved in teaching our students in the PA program and in the BS/MD program's Practice of Medicine (POM) courses and the Community Health and Social Medicine (CHASM) department courses.

Faculty Titles, Responsibilities, Appointment, Promotion and Tenure

Faculty Titles

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

- Medical Professor
- Associate Medical Professor
- Assistant Medical Professor
- Affiliate Medical Professor*
- Affiliate Associate Medical Professor*
- Affiliate Assistant Medical Professor*
- Medical Distinguished Lecturer*
- Medical Lecturer*
- Lecturer
- Clinical Professor*
- Affiliated Medical Lecturer*
- Affiliated Teacher*

*Non-tenure bearing tracks

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

Faculty Responsibilities

Professional & Ethical behavior

- Teacher-Learner Expectations (see Appendix 1)
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, 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. <http://www.ccny.cuny.edu/academicaffairs/integrity-policies.cfm>
 - 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*:
http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.14/text/#Navigation_Location
 - *NY State Joint Commission on Public Ethics 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 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 Course Directors Sub-Committee of the Curriculum Committee
- foster an optimal learning environment and ensure that teacher-learner expectations are met (see Appendix 2, “Teacher-Learner Contract”)

Course faculty orientation and feedback

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. At that meeting, the course director will also orient the course faculty and instructors to the institutional Educational Program Competencies and linked Objectives. 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.

- Faculty Advisors – Faculty may choose to be advisors to students during the early years of the program. At the onset of the clinical years, students are assigned to specific clinical advisors.
 - Student advising is coordinated by the Coordinator of Advising, who is resident within the Office of Student Affairs. Each student is assigned to an advisor upon entry to the BS portion of the program. That advisor remains with the student throughout the first 4 years of the combined BS/MD program. The advisory system has been termed Learning in Integrated Communities (LINC). Each advisor is assigned 6 to 8 students per year and meets with them individually and in advising groups.
 - During year 4, each student will be assigned to a medical student advisor who will be part of the Office of Student Affairs and will advise the student throughout the medical school curriculum until graduation.

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 observation and prepare a memorandum thereof.

A memorandum from CCNY's executive counsel to the president and department chairs (March 13, 2017) further delineates the procedures for annual review and includes guidelines for the timing and structure of the evaluation. 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 recommend that the CSOM follow the general guidelines set forth in the memorandum, which states: "Article 18.3a of the Contract does not mandate a specific time; it only says that evaluations are to be conducted 'at least once each year.' It is advisable to conduct annual evaluations late in the spring semester each year. This allows the evaluator to cover the faculty member's performance for the past academic year, as well as 'cumulatively to date,' and in the case of untenured faculty it also allows the evaluation to be completed and included in the personnel file before the individual is reviewed for reappointment in the Fall semester." Department chairs are to conduct mandatory evaluation conferences with individual faculty members at least once each year. In these conferences, productivity in

teaching, research, 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 Appendix 3, “*Annual Evaluation - Faculty - 2017-03-13*”)

- Reappointment, Non-reappointment

Before tenure, full-time faculty in tenure track titles receive annual appointments, renewable up to six years. The criteria upon which decisions to reappoint are based shall include teaching effectiveness, scholarly and professional growth, service to the institution and to the community. Judgments on reappointment shall be 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 a start date that coincides with the first day of classes in the fall semester (e.g. August 25, 2016 – August 24, 2017).

- 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 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, and by a departmental committee, the School’s Executive Faculty Committee, and CCNY’s Review Committee. Recommendations by the College 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 Board of Trustees. If tenure is denied, the faculty member’s appointment within that tenure-track title will terminate at the conclusion of his/her current appointment period (late August).

In order to ensure that each tenure-track faculty member has adequate guidance on the progress he/she is making towards meeting the standards for tenure, A *Mid-Term Tenure Review* process has been established by the University. The chair shall review each tenure-track faculty member at the end of his or her third year of service. The Dean shall subsequently review the faculty member’s personnel file, following the annual evaluation conducted 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 are provided on the CCNY website:

<https://www.ccny.cuny.edu/sites/default/files/academicaffairs/upload/Tenure - Mid-Term Review Procedure.pdf>

- Promotion

The criteria established for reappointment and tenure apply equally to decisions on promotion. For promotion to full professor, the candidate must meet all the qualifications for an Associate Professor, in addition to having an established reputation 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 Committee / CSOM Executive Faculty Committee (EFC); 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; the candidate 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 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 therefor and include the specific Article of the Agreement, 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 action complained of.

Step 1 - Grievances shall be filed with the CCNY President (or President's designee) who shall, within fifteen (15) business days, meet with the grievant and a representative of the PSC to discuss the grievance. Within fifteen (15) days after the grievance meeting,

the President or his/her designee shall issue to the grievant and the PSC a decision with reasons, in writing.

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 the Chancellor's 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. The Chancellor shall direct the College to present its arguments, and within twenty (20) days after the grievance meeting, shall send the disposition with reasons in writing to the PSC and to the grievant(s) by certified mail, return receipt requested.

Step 3 - If the grievance has not earlier been settled, 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: <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 nation's largest urban public university. Information about the PSC is available at: [www.http://psc-cuny.org/](http://psc-cuny.org/)

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.

The PSC contract is available at: <http://psc-cuny.org/contract/psc-cuny-contract>.

Faculty Development

Faculty development activities will be conducted through two main venues: 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 throughout the year. The sessions are led by experts in a wide range of areas of faculty activity (such as instructional modalities, assessment, advising, grant-writing, etc.) from within and outside of the CSOM.

- Faculty retreat
CSOM will host faculty retreats for all clinical faculty participating in the *Practice of Medicine* and *Evaluation in Health Care Settings* courses. The agenda will include a review of the curriculum objectives and student assessment tools, and workshops on teaching and assessment strategies for clinical faculty. In addition to the general sessions, 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 Assistant Dean for Medical Education and Faculty Development. The assistant dean will also create additional onsite faculty development sessions to resolve any site-specific issues identified regarding lack of compliance with course objectives, required experiences, or assessment methods.
- 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.

Further faculty development will occur in the form of a monthly educational journal club, participation in the IAMSE faculty development webinars, and through support of research in Medical Education through the Scholars Engaged in Educational Research (SEER) group. The purpose of the group is to foster a community of educational researchers to further the mission of the School of Medicine. Meeting time is used to generate and foster scholarship through educational research ideas, support those interested in engaging in educational research, encourage collaborative research projects, solve problems related to educational research, and provide feedback on research ideas, proposals, projects in process, and finished products.

Mentorship

Mentoring is an essential component of faculty career development at CUNY SOM. The SOM 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.

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. In the initial roll-out of the plan, professors will be targeted as mentors. Senior faculty may be called upon to mentor junior faculty with primary appointments both within and outside their primary department. Faculty development sessions and resources on effective mentoring will be 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 will be implemented for all tenure track junior faculty, clinical research faculty and tenured Assistant and Associate Professors.
2. A mentoring advisory council will oversee 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 that should consist 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 should be available for mentoring of scholarly activity. A mentor does not have to be in the same department/school as the mentee. Furthermore a mentor/s 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 should be submitted to the Office of Scientific Affairs and Graduate Studies each year.
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 Office for Scientific Affairs and Graduate Studies.

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.

Leaves

Fellowship Leave (Sabbatical) - Tenured faculty members who have completed six years of continuous paid full time service with the University shall be 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 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 Faculty Committee on Personnel Matters (FCPM). If the latter 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 so arranged as to 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.

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 proposals (e.g. meeting of degree requirements, study, service outside the University) or reasons (e.g. professional, career, personal) shall not be considered for these Awards. 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. Such endorsement must state that the work of the department in which the applicant serves can be so arranged as to be carried forward effectively during the period of the leave. Upon positive recommendation of the President, the application shall be forwarded to the Chancellor for review and recommendation.

A candidate must be a full time faculty member and who has completed not less than one full year of continuous paid full time service. A candidate may be compensated by the University for up to 25% of annual salary rate, but may be less than 25% if the amount of any outside fellowship and grant support received would result in earnings above 100% of salary. 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.

Further details regarding eligibility criteria and application processes for the above leaves are available on the PSC website: <http://psc-cuny.org/our-contracts/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>.

Educational Program Policies – BS/MD program

BS/MD curriculum – schematic: The overall structure of the BS and MD curriculum is shown in the diagram below:

CURRICULUM, YEARS 1-7				
YEAR	FALL	SPRING	SUMMER	
1	BIO207 Biology of Organisms (4)	MED102 Principles of General Chemistry (5)		B.S.
	FIQWS Freshman Inquiry/Writing Seminar (6)	PHYS204 General Physics I (4)		
	PHYS203 General Physics II (4)	USSO101 Devel. U.S. and Its People (3)		
	NSS100 New Freshman Seminar (0)	MED112 Sociomedical Sciences (3)		
	WCIV101/102 World Civilizations (3)	ENGL210 Writing for the Sciences (3)		
2	MED203 Bio-Organic Chemistry (5)	MED204 Molecules to Cells (4)		B.S.
	MED223 Fundam. Epidemiology & Biostatistics (4)	MED224 Pop. Health & Community Health Assessmt. (3)		
	PSY102 Applications of Psych. in Modern World (3)	MED200 Intro. to Human Genetics (3)		
	ELECTIVE (3)	ELECTIVE (3)	MED244 Eval. Hlth. Care Settings (6)	
	MED293/MED294 PRACTICE OF MEDICINE (POM I) (4)			
3	MED305 Molecules to Cells (4)	MED376 FUNDAMENTALS (15)		M.D.
	MED325 US Healthcare Systems and Policy (3)			
	MED300 Intro. to Biomedical Ethics (3)	MED336 Clinical Anatomy (5)		
	ELECTIVE (3)			
	MED395/MED396 PRACTICE OF MEDICINE (POM II) (4)			
4	MED477 ORGAN SYSTEMS (15)	MED478 ORGAN SYSTEMS (20)		M.D.
	MED497/MED498 PRACTICE OF MEDICINE (POM III) (9)			
	MED437/MED438 Evidence-Based Medicine (2)			
	MED407/MED408 Selectives in Population Health, Clinical Epidemiology, or Health Services Evaluation (4)			
5	MED579 ORGAN SYSTEMS (15)	MED580 ORGAN SYSTEMS (12)		CLINICAL CLERKSHIPS
	MED509/MED590 PRACTICE OF MEDICINE (POM IV continued) (7)			
	MED539/MED540 Evidence-Based Medicine (continued from Year 4) (2)			
	MED509/MED510 Selectives Pop. Health, Clinical Epi., or Health Services Eval. (Cont'd from Year 4) (3)			
6	CLINICAL CLERKSHIPS			
7	CLINICAL CLERKSHIPS			

- **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 Hospital 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 Science 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 Science 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 Science 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 Science 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 Science 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 Science Curriculum and the Deputy Dean to summarize how the compliance issue was resolved.

▪ **Scheduling of exams**

Final examinations for any given course or block will usually be given on the last scheduled day of class. When required as part of a given course, standardized exams (e.g. NBME Subject Examinations) will be administered no less than 5 business days after completion of the final course or clerkship examination. If the standardized exam is the final course or clerkship exam, it will be given on the last scheduled day of that course or clerkship. Any exceptions to this policy for any given course must be approved by the curriculum committee. 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 Sophie Davis School of Biomedical Education 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 SDSBE faculty regarding students, nor will be involved in teaching/assessing SDSBE students. In the event that a student seeks treatment at the St. Barnabas Health Center, the School 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 course, this timeframe might be shortened. PBLs will be developed separately.

Support Services - The Office of Academic Affairs (OAA)

The Office of Academic Affairs (OAA) provides general support for course directors and administrators 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 forms and course syllabi are posted on the OAA Blackboard site prior to the official start of the course. If any

changes are made to the course syllabus, a revised form needs to be submitted to OAA to update the website.

Student Course feedback

OAA administers, monitors compliance, and generates reports on student feedback for each course and all faculty teaching within the course. An OAA assessment administrator is responsible for this process. The course and faculty survey items are standardized but course directors may add up to 10 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 or course faculty must be reviewed and approved by OAA prior to distribution to students.

Course assessments

All course directors (CDs) are required to complete and submit to OAA an annual form documenting their formative and summative feedback to students, and 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; if a proctor is absent on the day of the exam, OAA will have a back-up proctor. 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 the Executive Chief Proctor 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 Executive 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 sessions or exams, and that testing complies with SOM 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 Assistant Dean for Medical Education and Faculty development offers assistance with the creation of active 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 competencies and objectives. The curriculum mapping administrator in the OAA is responsible for collecting data from course directors on each course session and assessment, 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.

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/about-us>.

Research

A. Information on CCNY Policies and Resources can be found on the web site of the Division for Research at: <https://www.ccny.cuny.edu/research>

Includes information regarding

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

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

Includes information 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 SOM Personnel and Budget (P & B) Committee. The P & B 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 submitting a Discrimination Complaint Form

(<http://www.ccny.cuny.edu/affirmativeaction/upload/Working-Discrimination-Complaint-Formrevised10-8-2014.pdf>) to the Dean of Diversity, Michele A. Baptiste at mbaptiste@ccny.cuny.edu, or may stop by the EEO Compliance Office, Shepard Hall Room 109.

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. Consultation requests and/or complaints should be directed to the Sexual Harassment Coordinator located in the Wille Administration Building, Room 200, ext. 7331. Additional information is available at:

<http://www.ccny.cuny.edu/affirmativeaction/index.cfm>

Links to Other College and University Policies

- Academic Freedom:
http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.02/text/#Navigation_Location
- Academic Integrity (Plagiarism):
<https://www.ccny.cuny.edu/academicaffairs/integrity-policies>
- Acceptable use of computer resources:
<http://www.cuny.edu/about/administration/offices/CIS/policies/ComputerUsePolicy.pdf>
- Alcohol, Drugs and Tobacco:
 - Alcohol and Drugs:
http://policy.cuny.edu/manual_of_general_policy/article_vii/policy_7.041/pdf/#Navigation_Location
 - Tobacco-free policy: <http://www2.cuny.edu/about/university-resources/healthy-cuny/tobacco-free-cuny/>
- Bylaws of the CUNY Board of Trustees:
http://policy.cuny.edu/bylaws/#Navigation_Location
- Conflicts of interest: <http://www.cuny.edu/about/administration/offices/la/conflict-of-interest-12.10.13.pdf>
- Equal Opportunity and Nondiscrimination:
<http://www.cuny.edu/about/administration/offices/la/PolicyonEqualOpportunityandNonDiscriminationandProceduresDecember42014.pdf>
- Intellectual Property:
http://www.cuny.edu/about/administration/offices/la/intellectual_property_9.20.11.pdf
- Misconduct – Reporting of Allegations:
http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.181/pdf/#Navigation_Location
- Multiple Position policy (consulting/employment outside the University):
http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.14/2./text/#Navigation_Location
- Nepotism: see Conflict of Interest policies
- Property removal: <https://www.ccny.cuny.edu/safety/property-removal>
- Student enrollment verification:
http://www.cuny.edu/about/administration/offices/ur/resources/registrar-staff/Attendance_UR_MEMO_070109.pdf
- Violence
 - Domestic Violence:
http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.061/pdf/#Navigation_Location
 - Sexual Assault (Title IX): <http://www1.cuny.edu/sites/title-ix/campus/the-city-college/>
 - Violence Prevention:
http://policy.cuny.edu/manual_of_general_policy/article_vi/policy_6.09/pdf/#Navigation_Location

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

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

- Academic Technology Manager / Director of Course Administration (oversight of LCMS+ support, room scheduling, audiovisual equipment reservations):
Omer Kabir (okabir@med.cuny.edu)
- Assessment and Evaluation Specialist (coordination of undergraduate Course Evaluations):
Miesha Etheridge (MEtheridge@med.cuny.edu)
- Curriculum Mapping Specialist:
Ronald Silvis (rsilvis@med.cuny.edu)
- Faculty Development – Assistant Dean:
Nicole Roberts (nroberts@med.cuny.edu)
- Learning Resources Center Administrator:
Joy Richards (jrichards@med.cuny.edu)
- NBME Examination Chief Proctor:
Ronald Silvis (rsilvis@med.cuny.edu)
- Registrar / Director of Academic Records:
Maria Jimenez (mjimenez@ccny.cuny.edu)

APPENDICES

1. Teacher-Learner Expectations
2. Teacher-Learner Contract
3. Annual Evaluation of Faculty - Memorandum
4. Student Absence Policies

APPENDIX 1

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 of 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 of student affairs in the Office of Student Affairs. The student always has the option to report directly to the faculty (e.g., associate dean of 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. 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 of student affairs in the Office of Student Affairs.

Anonymous reporting: Students may report instances of mistreatment via an online reporting system (<https://www.ccnycuny.edu/csom/mistreatment-policy>). They will have the option to provide their name, or they may report anonymously. The associate dean of 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 of medical students 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

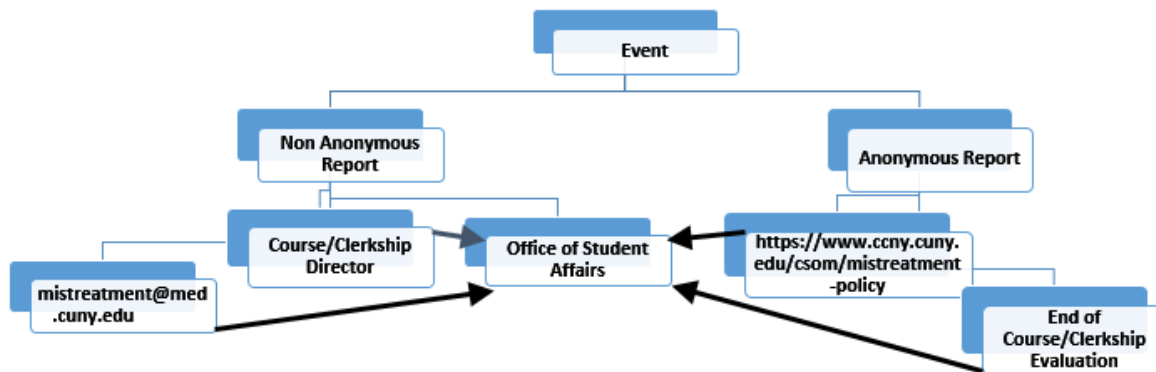
Those individuals engaging in mistreatment/unprofessional behavior may be disciplined, including removal from teaching responsibilities at the CSOM. Determination of consequences that may arise from mistreatment will be the responsibility of the course or clerkship directors, assistant dean charged with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

Procedures for Reporting Mistreatment/Unprofessional Behavior



APPENDIX 2

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 3

Memorandum Regarding the Annual Evaluation of Faculty

From: Paul F. Occhiogrosso [<mailto:pocchiogrosso@ccny.cuny.edu>]
Sent: Monday, March 13, 2017 5:31 PM
To: Eitan Friedman <efriedman@ccny.cuny.edu>; Joan Dorn <JDorn@med.cuny.edu>; Erica Friedman <ericafriedman@med.cuny.edu>; Tracy Jackson <tjackson@ccny.cuny.edu>
Cc: Maurizio Trevisan <mtrevisan@ccny.cuny.edu>; Priscilla Daniel <prisdaniel@med.cuny.edu>; Sakine Franke <sfranke@ccny.cuny.edu>
Subject: Guidelines for Annual Evaluations of Full-Time Faculty and Non-Teaching Instructional Staff

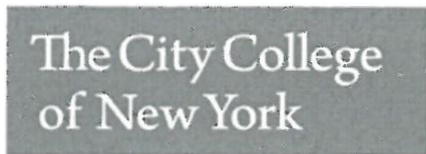
Dear Medical School Department Chairs,

Please see the attached memo that I just issued to the non-Medical School Department Chairs concerning annual evaluations of faculty and non-teaching members of the instructional staff (including HEO-series employees; CLTs; and Research Assistants/Associates).

Please note that while the Medical Faculty titles **are excluded** from the coverage of Article 18 of the PSC/CUNY contract, which pertains to annual evaluations, I recommend that you still follow the general guidelines set forth in the attached memo.

Please feel free to contact me if you have any questions.

Paul F. Occhiogrosso, Esq.
Executive Counsel to the President
The City College of New York
Wille Administration Building, Rm. 200
160 Convent Avenue
New York, NY 10031
tel. [212-650-8276](tel:212-650-8276)
e-mail: pocchiogrosso@ccny.cuny.edu



EXECUTIVE COUNSEL TO THE PRESIDENT

Wille Administration Bldg. Rm. 200
160 Convent Avenue
New York, NY 10031
tel.: 212.650.8276
www.ccny.cuny.edu

MEMORANDUM

March 13, 2017

TO: Department Chairs

FROM: Paul F. Occhiogrosso
Executive Counsel to the President

RE: Guidelines for Annual Evaluations of Full-Time Faculty
and Non-Teaching Instructional Staff¹

The purpose of this memorandum is to provide Department Chairs (as well as other evaluators designated by the Chair) with guidance on conducting annual performance evaluations of full-time faculty, as well as non-teaching instructional staff assigned to academic departments.

Article 18.1 of the PSC/CUNY collective bargaining agreement (the "Contract") explains the importance and purpose of professional evaluations in general:

The evaluation of the professional activities of all employees in a public institution of higher education is essential to the maintenance of academic and professional standards of excellence. The purpose of professional evaluations shall be to encourage the improvement of individual professional performance and to provide a basis for decisions on reappointment, tenure and promotions. An evaluation of professional activities shall be based on total professional performance. Written evaluation shall be on file for all employees.

¹ This memorandum, which supersedes all prior memos on this subject, is intended to provide information and clarification concerning the procedures applicable to evaluation of full-time faculty, as well as non-teaching instructional staff assigned to academic departments, in order to assist Department Chairs or other members of the Department Executive Committee assigned by the Chair to conduct annual evaluations. This memo is based on the applicable provisions of the PSC/CUNY collective bargaining agreement (the "Contract") and relevant arbitration decisions. This memo does not supersede the Contract or the CUNY Bylaws or policies; nor does this memo grant rights or entitlements in any manner not provided by those sources of authority.

Article 18.3.a of the Contract sets forth the requirements for annual evaluations of full-time faculty members, as follows:

18.3 Annual Evaluations:

(a) Members of the teaching faculty: At least once each year, each employee other than tenured full professors shall have an evaluation conference with the department chairperson or a member of the departmental P&B committee² to be assigned by the chairperson. Tenured full professors may be evaluated. At the conference, the employee's total academic performance and professional progress for that year and cumulatively to date shall be reviewed. Following this conference, the chairperson or assigned member of the P&B shall prepare a record of the discussion in memorandum form for inclusion in the employee's personal file. Within ten (10) working days after the conference, a copy of the memorandum shall be given to the employee. If the overall evaluation is unsatisfactory, the memorandum shall so state. The employee in such case shall have the right to endorse on the memorandum a request to appear in person before the department P&B.

In accordance with Article 18.3.a of the Contract, the following procedures should be followed:

Who Is Covered by This Provision?

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 and Instructors. 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, rather than selectively.

Who Conducts the Evaluation?

Annual evaluations are to be conducted by the Department Chair or a member of the Department Executive Committee assigned by the Chair. In order to promote consistency and continuity, it is advisable for the Department Chair to conduct as many of the annual evaluations as feasible. But especially in larger departments, the Chair may determine that it is not feasible for him/her to conduct all of the evaluations, in which case the Chair may assign one or more members of the Department Executive Committee to conduct some of the evaluations; if the Department Chair does so, then the Chair should provide a copy of this memo to each Executive Committee member designated to conduct evaluations.

² The Contract uses the generic term "departmental P&B committee" to refer to the departmental personnel committee. This refers to the Department Executive Committee at City College (see CCNY Governance Plan, Article IX).

When Should the Evaluation Be Conducted?

Article 18.3.a of the Contract does not mandate a specific time; it only says that evaluations are to be conducted "at least once each year." After a faculty member's first full year of service, I recommend that the annual evaluations be conducted late in the Spring semester each year. This allows the evaluator to cover the faculty member's performance for the past academic year, as well as "cumulatively to date," and in the case of untenured faculty it also allows the evaluation to be completed and included in the personnel file before the individual is reviewed for reappointment in the Fall semester.

Since faculty members in their first full year of service must be considered during the Spring semester for reappointment for the second year,³ I recommend that the annual evaluation be conducted prior to the Department Executive Committee's consideration of such faculty members for reappointment, so that the annual evaluation is available for such consideration.

How to Conduct the Evaluation

- Many Department Chairs find it useful to have each faculty member to be reviewed submit, in advance of the evaluation conference, an updated *curriculum vitae* or other summary of the faculty member's work over the past year and cumulatively to date. This provides a useful basis for the evaluator to review the faculty member's performance in the main areas of teaching effectiveness, scholarship, and service. There is no required form for such summary.
- The evaluation conference is to be held only between the individual conducting the evaluation and the faculty member being evaluated. No one else may be present during the evaluation conference. (Arbitrators have interpreted the contract language "each employee shall have an evaluation conference *with the chairperson or a member of the departmental P&B committee*" [emphasis added] to mean that only the evaluator and the faculty member being evaluated may be present during the evaluation conference.)
- Since the written evaluation is to be "a record of the discussion" at the evaluation conference "in memorandum form," the evaluation should not be written in advance of the evaluation conference. Rather, the evaluator may, and should, prepare an outline or notes for use during the evaluation conference. Such outline or notes are for the exclusive use of the evaluator and should not be shared with the faculty member being evaluated.
- Article 18.3.a provides: "At the conference, the employee's total academic performance and professional progress for that year and cumulatively to date shall be reviewed." For professors, "total academic performance" includes the traditional areas enumerated in the Board's *Statement of Academic Personnel Practice* as the criteria for reappointment: teaching effectiveness, scholarship, and service. The research and scholarly writing requirement does not apply to Lecturers or Instructors, but rather only to faculty in

³ Pursuant to Article 10.1.a. of the Contract, faculty members in their first year of service who were hired on September 1 must receive notice of reappointment or non-reappointment by April 1, and faculty members who were hired on February 1 must receive such notice by May 1.

Professorial titles; thus, Lecturers and Instructors should be evaluated based on teaching and service.

- It is essential that annual evaluations be just that -*evaluations*. That is, in order for annual evaluations to be useful to the faculty member being evaluated, as well as to the personnel committees charged with considering the faculty members for reappointment and eventually tenure (or CCE for Lecturers), evaluations must be probative and not just descriptive. It is thus not sufficient simply to list or enumerate the activities in which the faculty member has engaged, including courses taught and scholarship published and in progress. Rather, the evaluator must *evaluate* the faculty member's progress, providing guidance as warranted.
- Following the evaluation conference, the evaluator "shall prepare a record of the discussion in memorandum form for inclusion in the employee's personal file." There is no prescribed form for the written evaluation; it should just be a memorandum. Most Chairs and other evaluators find it useful to use headings for the principal areas to be covered -teaching, scholarship, and service.
- In accordance with Article 18.3.a of the Contract, the written evaluation is a "record of the discussion in memorandum form." Therefore, while the written evaluation is by no means a transcript of the evaluation conference, it should accurately reflect the substance of the actual evaluation conference; it should not contain matters that were not discussed at the conference.
- The completed written evaluation must be given to the faculty member within 10 working days of the evaluation conference. The faculty member should be asked to review and initial or sign the evaluation to indicate that he or she has received and read it. The faculty member may attach any comments he or she wishes. You should give the faculty members you evaluate a standard length of time (such as one week) to review their evaluations before returning them to you signed for inclusion in their personnel file. Only after the evaluation has been initialed or signed by the faculty member, the evaluation, together with any comments submitted by the faculty member, must be filed in the faculty member's personal (*i.e.*, open) personnel file maintained by the Department Chair. If the faculty member submitted a *curriculum vitae* or other summary of his/her work in advance of the evaluation conference, the faculty member should be asked to sign or initial such document for inclusion in his/her personal personnel file, as well.

NOTE: Article 19.2.e of the Contract provides in relevant part: "If the employee refuses to initial any document after having been given an opportunity to read the same, a statement to that effect shall be affixed to the document." In accordance with this provision, if a faculty member refuses or fails to initial or sign an evaluation after having been given an opportunity to do so, the evaluator should write on the evaluation: "[Faculty member's name) refused [or failed) to initial or sign this evaluation after having been given an opportunity to read it." Then sign and date your written notation on the evaluation, and include the evaluation, bearing your original handwritten notation of the faculty member's failure to initial the document, in his/her personal (*i.e.*, open) personnel file maintained by the Department Chair.

Evaluation of Non-Teaching Instructional Staff Members

Article 18.3.b of the Contract applies to annual evaluations of the so-called non-teaching instructional staff, which includes College Laboratory Technicians (CLTs); Higher Education Officer (HEO)-series employees; Research Assistants/Associates; and any other non-teaching members of the instructional staff. Article 18.3.b provides in full as follows:

Members of the non-teaching staff, including Librarians, CLTs, Counselors, Student Personnel Services staff, Registrar series, HEO series and other non-teaching members of the Instructional Staff covered by this Agreement: Preferably once each semester, but at least once each year, each employee shall have an evaluation conference with the chairperson or supervisor to be designated by the appropriate dean or President. At the conference, the employee's total performance and professional progress shall be reviewed. Following this conference, the designated official shall prepare a record of the evaluation discussion in memorandum form for inclusion in the employee's personal file. A copy of the report shall be given to the employee within ten (10) working days following the conference.

As you can see, this provision is nearly identical to Article 18.3.a, which pertains to faculty.

For non-teaching members of the instructional staff assigned to academic departments, including HEOs, CLTs, and Research Assistants/Associates, the Department Chair should conduct the evaluation.

Please note that Human Resources distributes a special CUNY-wide evaluation form and instructions that you should use in evaluating HEO-series employees.

For purposes of evaluating CLTs, Research Assistants/Associates, and any other non-teaching Instructional staff employees, Department Chairs should simply use a memo format and follow the same procedures as set out above for evaluating faculty.

If you have any questions concerning the evaluation process for faculty and non-teaching Instructional staff, please free to contact me.

P.F.O.

cc: Interim President Vincent Boudreau
Interim Provost Mary Erina Driscoll
Academic Deans

PFO/sf

APPENDIX 4

SDSBE / CUNY School of Medicine Student Absence Policy

Students attending the Sophie Davis School and the CUNY School of Medicine 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. The Sophie Davis School of Biomedical Education / CUNY School of Medicine grants the BS and MD degrees to students who meet all academic and professional requirements.

The faculty recognizes three types of official absences: Approved, Discretionary and Unapproved. Approved absences meet the criteria listed below. Reported absences not meeting the criteria are considered Discretionary absences. In all cases, students must notify the course director(s), and submit an absence request to the Office of Student Affairs via the dedicated email address: absence@med.cuny.edu in anticipation of any absences from any component of the curriculum, or as soon as possible when unanticipated (personal or family illness). *Discretionary absences are not permitted during examinations, except under extenuating circumstances. Students who accumulate more than 3 Discretionary Absences during a single year will be referred to the Student Academic Progress Committee (SAPC).* Students who accumulate excessive Approved absences may also be referred to SAPC.

Failure to request and confirm, or (in case of an emergency) to report an absence from any required course or clerkship session will be considered an Unapproved absence, constituting a failure of professional responsibility. This will be subject to review by the SAPC.

Students are expected to be present for all required curricular activities. Travel arrangements should not be made that conflict with the class schedule. It is the student's responsibility to confirm with the course/clerkship directors specifics of the course/clerkship schedule, and request and confirm approval of the absence through the course/clerkship director and absence@med.cuny.edu, before making plans that could interfere with attendance at required course/clerkship sessions.

Students are responsible for notifying the course/clerkship director(s) and absence@med.cuny.edu when they will be absent from any required activity. If the circumstance is unclear or relates to a medical or family issue, the Office of Student Affairs will determine if the reason for the absence meets the criteria for an Approved absence. Whenever possible, absence requests should be submitted at least 4 weeks in advance of the anticipated date.

Approved Absences

1. Unexpected events outside a student's control may justify an Approved absence. These include personal or family emergencies. These events must be reported by email to absence@med.cuny.edu and the relevant course/clerkship director (s) as soon as possible.
2. Religious obligations are a recognized reason for an Approved Absence from a class or clerkship activity. Students should use discretion in judging the importance of a particular holiday and in

requesting absence around such holidays. Students must inform course/clerkship directors and absence@med.cuny.edu a minimum of four weeks in advance of the beginning of the course/clerkship when they will be absent for a religious obligation. *Extended absence beyond the timeframe of the official religious holiday will not be an Approved absence.*

3. Scheduled Conferences. Leadership in extracurricular and extramural activities is encouraged, however, *such opportunities must not occur at the expense of a student's required coursework and attendance responsibilities.* Request for permission for such absences must be sought from the Office of Student Affairs at absence@med.cuny.edu at least 4 weeks in advance.
 - a. Individual students may request permission to attend a scientific conference or meeting for the purposes of presenting a paper or other academic work as **first author**. An Approved absence is limited to the day of the presentation and any required travel time the day or evening before and after the presentation.
 - b. Student Professional Associations: Students who are elected officers, who hold or are seeking leadership positions in a professional organization, or presenters at a professional meeting may receive an Approved absence to attend a conference.
 - c. Decision about an Approved Absence for a scheduled conference rests with the Associate Dean for Student Affairs and is based on the student's academic record, attendance record, and the course/clerkship director's estimation of the importance of the specific course/clerkship session(s) that would be missed.
 - d. Procedures for requesting an Approved absence:
 - i. Submit a request for approval to absence@med.cuny.edu at least 4 weeks in advance of the planned absence, including information on the event, the student's role in the event, and any relevant documentation. If approval is granted, students must inform all relevant faculty of the planned absence immediately upon receiving approval.
 - ii. Students must ensure they have financial resources for all anticipated conference and travel expenses before committing to any travel.
 - iii. Students should only make travel/conference arrangements *after* securing permission.

Discretionary Absences

Discretionary absences are absences for reasons other than those enumerated above. These ordinarily include **absences for special events** (e.g. weddings, graduations, family gatherings). *Under no circumstances will a Discretionary Absence relieve a student of meeting all of the academic requirements of the course or clerkship. If the Discretionary Absence request conflicts with a session or sessions that cannot be otherwise made up or completed, the student should understand that the absence may affect the grade received in the course or clerkship.*

Consequences of Noncompliance with Attendance Policy:

- a. Students who fail to report an absence from any required course or clerkship session will be referred to the SAPC, and their grades may be lowered.
- b. Students who accumulate more than three Discretionary absences during an academic year will be referred to the SAPC, and their grades may be lowered.

- c. An unreported absence from a clerkship may result in failing the clerkship or require that additional time be spent to complete the clerkship.
- d. The SAPC will review attendance noncompliance to determine whether such unprofessional behavior warrants disciplinary action.
- e. Summative comments in the evaluations of all courses and clerkships may include descriptions of Discretionary absences and/or unapproved absences or tardiness. Such comments will be included in the Dean's Letter.

Student Process for Absences

