

# California University of Science and Medicine School of Medicine

## Faculty Handbook: Faculty Affairs

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|  |    |
|--|----|
| Purpose.....   | 4  |
| Dean’s Welcome Statement.....  | 5  |
| Mission, Vision & Value Statement of California University of Science & Medicine ..... | 6  |
| Faculty Defined, Governance, Ranks, Appointment, Promotion, and Dismissal .....        | 8  |
| Faculty Defined .....  | 8  |
| Faculty Governance .....   | 9  |
| Standing Committees.....   | 9  |
| Full-Time, Part-Time, and Volunteer Faculty.....                                       | 10 |
| Faculty Domains and Tracks.....  | 10 |
| Faculty Promotion .....  | 11 |
| Faculty Employment.....  | 11 |
| Faculty Development .....  | 11 |
| Faculty Retention .....  | 13 |
| Faculty Statement of Ethics and Ethical Principles .....                               | 13 |
| CUSM Code of Ethics .....  | 14 |
| Standards of Conduct for the Teacher-Learner Relationship .....                        | 16 |
| Faculty Diversity.....   | 21 |
| Faculty Grievance Procedures .....   | 22 |
| Faculty Dismissal .....  | 22 |
| Disciplinary Procedures .....  | 23 |
| Separation of Employment.....  | 23 |
| Return of University Property .....  | 24 |
| Rehire .....   | 24 |
| Faculty Employee Expectations .....  | 25 |
| Confidentiality.....   | 25 |
| Conflicts of Interest .....  | 25 |
| Outside Employment.....  | 25 |
| Compensation and Performance.....  | 26 |
| Performance and Salary Review.....   | 26 |
| Annual Performance Evaluation.....   | 26 |

Faculty Promotion ..... 26

Please refer to the Faculty Personnel Guidelines: Faculty Affairs regarding:  
Equal Employment Opportunity , Compliance and Learning Environment  
Employment Matters

Employed faculty members should refer to Employee Handbook for additional details regarding employment terms and conditions

## **Purpose**

The California University of Science and Medicine (CUSM) Faculty Handbook has been prepared to inform faculty members of the policies and procedures of our university and to establish and define the expectations of CUSM of faculty members. It is not all-inclusive, nor intended to provide strict interpretations of our policies; rather, it offers an overview of the work environment. This handbook is not a contract, expressed or implied, guarantying employment for any length of time and is not intended to induce an employee to accept employment with CUSM. Please note that policies and procedures contained herein are a general summary and do not replace the official policy statements, legal documents, contracts, or the summary plan documents for our benefit plans. These policy statements and legal documents are available for your review where applicable. Faculty members are expected to read, understand, and comply with all CUSM policies and procedures. Faculty members should refer to their specific employment contract for additional details regarding employment terms and conditions for faculty members.

California University of Science and Medicine (CUSM) has clear policies and procedures in place for faculty appointment, renewal of appointment, promotion, granting of tenure, remediation, and dismissal that involve the faculty, the appropriate department heads, and the dean, and provides each faculty member with written information about his or her term of appointment, responsibilities, lines of communication, privileges and benefits, performance evaluation and remediation, terms of dismissal, and, if relevant, the policy on practice earnings. If any discrepancy between this handbook and current university policy arises, the most recent university policy will supersede. Every effort is made to keep all faculty informed of the university's policies. Faculty Affairs, the Faculty Assembly or Human Resources will be glad to discuss any questions about any policies/procedures in this handbook.

This handbook supersedes and replaces all previous personnel policies, rules, and procedures, apart from provisions detailed in any binding employment agreement, or contract to which CUSM are a party.

It is noted that a faculty member shall hold his/her position during each appointment period pending behavior consonant with carrying out his/her duties and service, and shall not be removed except for cause in a matter consistent with the American Association of University Professors (AAUP), Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments (1989) and Statement on Procedural Standards in Faculty Dismissal Proceedings (1990), Faculty Code of Conduct guidelines, Guidelines on Faculty appointment and promotion (appendix of fa-01 - faculty handbook: bylaws of the faculty) and #01-002 Harassment in the Workplace." Faculty members are to be notified of non-renewal of appointment at least six (6) months prior to the end of the appointment.

## **Dean's Welcome Statement**

I would like to welcome you to the California University of Science and School of Medicine (CUSM-SOM), a new allopathic (MD) medical school located in San Bernardino, California. We are embarking on a unique opportunity to add a new medical school in Southern California, which will be the first new, privately funded, not-for-profit medical school to earn accreditation from the Liaison Committee on Medical Education since 1949

We have developed a unique curriculum at CUSM-SOM which focuses on the integration of the basic and clinical sciences. The system-based courses are interactive and support active learning, which is delivered by faculty as voice over recorded presentations and a flipped classroom model. This is a "Clinical Presentation driven Curriculum," which introduces the medical student on day-one to clinical medicine. Every week, students work in small groups with mentors on a clinical case and participate in clinical skills sessions.

With this curriculum as a backdrop, we are focused on developing compassionate patient-centered physicians to serve our community. We will inspire and educate them to become inquisitive, skillful, ethical and empathetic physicians, scientists and leaders in medical professions.

In addition to the highly qualified clinical faculty at Arrowhead Regional Medical Center, we have assembled a dynamic and exciting group of medical educators trained in the basic and medical sciences. They have put together the integrated curriculum, and ongoing quality assessment and accreditation. The modern, state-of-the art Medical School building will be completed by 2020

Dean  
California University of Science & Medicine; School of Medicine

## **Mission, Vision and Value Statement of California University of Science and Medicine**

To be a transforming force for innovative medical education, research, and patient care in an environment that advocates and promotes critical thinking, creativity and the highest regard for ethical integrity, compassionate care and professionalism.

### **Mission**

To advance the art and science of medicine through innovative medical education, research, and compassionate health care delivery in an inclusive environment that advocates critical thinking, creativity, integrity, and professionalism.

### **Vision**

To develop a socially accountable medical school that:

- Directs its education, research, and service activities toward addressing the priority health concerns and wellbeing of its community
- Inspires, motivates, and empowers students to become excellent and caring physicians, scientists, and leaders
- Facilitates a medical education to promising students especially from California's Inland Empire
- Shares freely with the global community its innovative curriculum and advances of best practices in medical education

### **Values**

#### **Community-Focused**

Committed to educating future physicians who will embrace the responsibility for improving the health and health care needs of underserved communities and be advocates for the elimination of health disparities.

#### **Accountability**

Accept individual and collective responsibility to direct education, research and service activities to address the priority health concerns that span from the local to the global community.

#### **Leadership**

Promote effective changes in educational policies and processes in order to develop and train competent physicians who will have leadership roles in all domains of medicine.

**Motivation**

Inspire, shape, and mold the character of students through dedicated faculty and creative, innovative teaching methods.

**Excellence**

Achieve consistent outstanding levels of performance which exceed the expectations of our students while upholding the highest standards of ethical behavior, intellectual honesty, and professional conduct.

**Diversity**

Promote, cultivate, and respect ethnic, intellectual, social, and cultural diversity of students, faculty, and patients in a safe, positive, and nurturing environment.

## **Faculty Defined, Governance, Ranks, Appointment, Promotion, and Dismissal**

Specific details on Faculty Affairs, Governance, Ranks, Appointments, Promotion, and Dismissal can be found in the applicable policies, Faculty Affairs FA-01-B, Bylaws SOM-01 and Guidelines for Faculty Appointment and Promotion policy FA-01C.

### **Faculty Defined**

To become a member of the Faculty, an individual is required to have the appropriate degree and teaching or academic experience that is commensurate with the rank bestowed by the medical school. Appointments are to be made to the rank of instructor, assistant professor, associate professor, or professor after a vetting process. CUSM does not have tenured faculty.

Faculty members have ownership of the curriculum, and as such, are charged to maintain the highest standards for this responsibility. Curriculum development, review, and implementation reside within the purview of the Faculty of all ranks and within the parameters of the Curriculum Committee, which is charged to manage implementation, policies and procedures for instruction. Further, the faculty is responsible for assessment of student learning at multiple levels.

### **Faculty must:**

- Possess an MD, DO, PhD, or equivalent terminal degree
- Participate in education, service, and research requirements, as per the offer letter and/or as assigned by the Dean
- Serve as an advisor to students for academic/career counseling
- Serve on and/or chair standing committees of the faculty, including curriculum committee, faculty governance, student affairs, and others, if nominated/appointed
- Model professional conduct for students; lead small group discussions on medical ethics and cultural competency as needed
- Attend regularly scheduled faculty meetings
- Serve as member of Faculty Committee, if nominated/appointed

### **Additionally, faculty at clinical sites will:**

- Precept students in clinical settings
- Act as liaison with preclinical faculty members for design and implementation of curriculum

Faculty who teach and supervise students in required courses or clerkships must have a CUSM faculty appointment except for resident-physicians who are considered non-faculty instructors and are covered under a separate policy.

## **Faculty Governance:**

Faculty governance is derived through the Faculty Assembly and Council deliberations and decisions as outlined in the applicable policies, Faculty Affairs FA-01-B, Bylaws and Guidelines for Faculty Appointment and Promotion policy FA-01C.

Per the Faculty Handbook: Bylaws of the Faculty and Bylaws of the School of Medicine, members will be empowered to make rules for the governance, direction and management of the Faculty, its affairs and business, and the courses of instruction by the Faculty

## **Standing Committees:**

CUSM promulgates standing committees for faculty governance purposes. Three types of faculty standing committee are proposed: institutional, collegiate, and departmental. The administration and faculty council may each also establish ad hoc committees or task forces for specific work and purposes.

## **University Standing Committees:**

These committees serve the university. Each committee will have its own bylaws, to be superseded in cases of conflict by the Faculty Senate/Council bylaws. The following are the institutional standing committees:

- Institutional Review Board
- Conflicts of Interest Policy
- Harassment in the Workplace
- Faculty Senate (proposed)
- Biosafety Committee (proposed)
- Safety and Security Committee
- Interdisciplinary Education Committee (proposed)
- Wellness Committee

## **School of Medicine Standing Committees:**

Medical school academic standing committees are established according to the Bylaws of the School of Medicine. Each committee has its own bylaws, to be superseded in cases of conflict by the Faculty Handbook: Bylaws of the Faculty. The medical school standing committees are as follows:

- Dean's Executive Committee
- Faculty Assembly
- Faculty Council
- Curriculum Committee
- Pre-Clinical Curriculum Committee
- Assessment and Evaluation Committee
- Student Academic Standards and Promotion Committee
- Admissions Committee
- Rank and Promotion Committee
- Diversity and Inclusion Committee
- Information Technology Committee
- Research Committee

## **Faculty Meetings**

The schedule of faculty meetings will be posted on faculty website. Agendas will be circulated to faculty members at least one week before the meeting date. The minutes of the meetings will be circulated to all faculty members

## **Full-Time, Part-Time, and Volunteer Faculty**

### **Full-Time Faculty**

Full-time faculty members have responsibilities for teaching, research/scholarship and service activities (institutional, community, and clinical, where applicable) as assigned by the Department Chair. Employees of the School with at least 75% effort ( $\geq 0.75$  full-time equivalent or FTE) are eligible for full benefits as stated in their offer letter. Employment will run for a period of one year (12 months) with an "FTE" designation.

### **Part-Time Faculty**

Part-time faculty members participate in teaching, research and administrative/service activities that are clearly defined but are less than those required for a full-time appointment. Paid employees with appointments for one semester, or appointments for one year not to exceed 75% effort ( $< 0.75$  FTE), are to be considered part-time faculty.

Candidates must have academic qualifications, experience and credentials that are commensurate with full-time faculty.

### **Volunteer Faculty**

Faculty members who are not paid by the medical school will not have FTE faculty employment benefits and includes volunteer clinical faculty.

Note: The designations of full-time, part-time, and volunteer faculty are for employment purposes only, and explicitly independent from faculty rank.

## **Faculty Domains**

California University of Science and Medicine (CUSM) has established five faculty categories: The Academic Faculty, Clinical Faculty, Adjunct Faculty, Visiting Faculty and Emeritus Faculty. The Academic Faculty Domain has 3 tracks for Research, Teaching and Clinical. Within each domain, faculty are classified by rank and discipline. The standard ranks are Instructor, Assistant Professor, Associate Professor, and Professor. Basic standards have been defined to evaluate the qualifications and achievements of faculty in each track. Faculty members are assessed on the domains of Research/Scholarship, Teaching, Service, Health Care Delivery and Equity, Diversity & Inclusion.

## **Faculty Promotion**

The Department Chair will evaluate faculty member performance and rank annually. If the Chair determines the faculty member has met the criteria for promotion, a recommendation will be submitted to the Rank and Promotion Committee. The Rank and Promotion Committee will review and make a recommendation to the Dean who in turn will make a decision and forward that to the President. For the purposes of promotion, it is expected that the individual faculty member will demonstrate progressive growth in two domains with adequate performance in the all other applicable domains. The Dean will issue a promotion letter with information of the new academic rank and any changes in responsibilities, appointment status, or salary as applicable.

## **Faculty Employment**

Policies and procedures for faculty employment are posted on the medical school's website. Duties and responsibilities for individual faculty members will be based on consultation between the Department Chair and the faculty member (initially during the interview process and annually thereafter). Faculty members are expected to teach, conduct research, engage in scholarly activities and provide service to the medical school as required and within parameters established at hiring. Expectations are to be spelled out explicitly in the offer letter and provide the framework for performance review.

## **Faculty Development**

Teaching, research, and service are essential functions of the Faculty. These functions are in alignment with the mission and vision of CUSM and guides the most important components of the Strategic Plan. CUSM is committed to supporting the professional development of faculty to perform these functions at the highest competency and productivity. CUSM support professional development under three distinctive programs of:

### **a) Faculty development program:**

CUSM has designed an ongoing core faculty development program that includes a core set of competencies in the areas of teaching, research, administration, communication, leadership, and cultural competency. These include regularly scheduled didactics, workshops, seminars and retreats with a focus on faculty participation and interaction given by local and invited experts. Customized educational programs are also provided to departments based on the specific need assessment. The Society of Academic Medical Educators program is a focused faculty development program to train select motivated faculty both academic and clinical faculty with potential to become medical education experts over 12-month course.

### **b) Individualized professional development program:**

The productivity of each faculty member and the required professional development is considered by department chairs during the annual evaluation. The plan is tailored to each faculty member to develop specific skills that may include, innovation in teaching, leadership, counseling, communication, grantsmanship, peer reviewed publications, invited

presentations, and contributions to community or professional organizations. Documentation and evaluation of these activities become part of the faculty member's records. Reports and evaluation on activities that may qualify as faculty development are added to the faculty member's record for the chair's evaluation and planning. To align faculty development with the goals of the School, the administrative dean of faculty affairs assists department chairs and faculty members with the planning and evaluation of faculty development activities, and identification of institutional and extramural funding. The administrative dean of faculty affairs also advocates for faculty development within the administrative leadership and leverage resources that may help with faculty development.

**c) Mentoring program:**

The Mentoring Program is designed to support individual faculty needs for mentoring at various levels, for example, career/professional mentoring, peer mentoring, scientific development mentoring, and external mentoring.

**Examples of Faculty Development Activities**

|                    |  |
|--------------------|--|
| <b>Education</b>   | <ul style="list-style-type: none"> <li>• Curriculum design activities related to pedagogies</li> <li>• Curriculum committee participation and implementation</li> <li>• Contact hours (schedule/unscheduled)</li> <li>• Preparation time for class, course, lab, other</li> <li>• Leading/hosting/contributing to CME events</li> </ul>              |
| <b>Service</b>     | <ul style="list-style-type: none"> <li>• Clinical service (preceptor, clinical skills)</li> <li>• Institutional service (committees, boards)</li> <li>• Community service (outreach, workshops, fundraising)</li> </ul>  |
| <b>Scholarship</b> | <ul style="list-style-type: none"> <li>• Research (basic, clinical, translational, educational)</li> <li>• Professional and scholarly writing and publication in peer- reviewed journals</li> <li>• Editorial service to boards of scholarly organizations and periodicals</li> <li>• Presentations at scientific/educational conferences</li> </ul> |

## **Faculty Retention**

Retention of all faculty is vital to the success of CUSM. In order to increase the productivity and satisfaction among the faculty, the educational and cultural climate must be optimal. The following principles provide the CUSM administrative leadership with guidelines to improve the job satisfaction and optimal productivity of each faculty:

### **Respect and Appreciation**

- Foster a supportive climate where all faculty are treated with respect and dignity.
- Celebrate the cultural, academic, and personal diversity of the faculty.

### **Transparency**

- Communicate departmental policies and procedures in a clear and consistent manner.
- Share information, new developments, and future plans equitably with the entire assembly of the faculty.
- Ensure consistency in implementing practices and policies.

### **Encourage Innovation and Creativity**

- Establish formal mentoring programs and provide informal mentoring opportunities.
- Use research support, bridge money, salary, and reduced teaching loads as retention strategies.
- Provide targeted career development opportunities for Faculty in the forms of professional conferences, leadership workshops, leave (sabbatical) for professional development, and instructional improvement.

### **Enhance Job Stability**

- Maintain institutional environment competitive with other institutions with similar ranking.
- Value the scholarly contributions by recognizing that excellence can be achieved through teaching, research, and/or service.

### **Faculty Statement of Ethics and Ethical Principles**

Faculty standards for professional conduct are to be based on generally accepted consensus (by AAUP) regarding behavior and ethical considerations for members of the Academy. CUSM-SOM faculty will be expected to adhere to these precepts, which support the mission of the institution. At a minimum, the integrity of teacher-learner relationship provides the cornerstone for the educational mission. Any action by an individual faculty member that compromises this relationship and its integrity will be considered unethical and will be dealt with using rules and regulations for disciplinary action to be voted upon and ratified by the faculty governing body.

Conduct to be considered unacceptable to the authority and accountability of the faculty includes:

- Dishonesty
- Discrimination

- Harassment
- Coercion
- Intimidation
- Inappropriate relations
- Failure to meet obligations to teach, keep office hours, provide examinations, or any unexcused delay in providing student evaluations
- Other violations of school policy

Conduct to be supported through a faculty member's role as leader:

- Promote culture of collegiality, tolerance, respect, accountability, integrity
- Report violations
- Seek advice, cooperate in investigations when in doubt

### **CUSM Code of Ethics**

Professional values and behaviors are critical to the educational process at CUSM and to the scientific environment and the practice of medicine in general. All students, faculty, and staff at CUSM are expected to demonstrate high standards and values of professionalism through their behavior in all academic and educational settings at all times, including classrooms and laboratories, professional and clinical sites, and also in non-educational settings. Examples of such behavior include, but are not limited to:

#### **1. Honesty and integrity**

- a. Act with honesty and truthfulness.
- b. Demonstrate integrity and firm adherence to moral principles, academic values, clinical and research integrity in all matters and in all professional relations.

The following examples include, but are not limited to, acts that violate the honesty and integrity principle of the Code of Ethics and are subject to academic disciplinary action:

- cheating;
- plagiarism;
- falsely claiming authorship of written material;
- falsely claiming credit for research not performed;
- falsely claiming participation on a team project not participating;
- any form of academic dishonesty;

The acts described above and other acts in violation of the honesty and integrity principle are subject to disciplinary action regardless of whether they occur on or off campus.

## **2. Trustworthiness**

- a. Demonstrate dependability to carry out responsibilities.

## **3. Professional behavior**

- a. Display professional behavior toward faculty, staff, students, patients, and other health professionals in all settings, including but not limited to the classroom, laboratory, and clinical settings.
- b. Show regard for persons in authority in the classroom, laboratory, and clinical settings.
- c. Exhibit fitting behavior when representing CUSM in extracurricular activities and professional meetings.

## **4. Ethical standards**

- a. Demonstrate high moral standards related to science and medical education, practice, research, and service. These standards include, but are not limited to, telling the truth, maintaining confidentiality, and respecting others.

## **5. Empathy and understanding of cultural diversity**

- a. Differentiate appropriate interpersonal interaction with respect to culture, race, religion, ethnic origin, gender, and sexual orientation.
- b. Demonstrate regard for differing values and abilities among peers, other healthcare professionals, and patients.
- c. Demonstrate an ability to share someone else's feelings or experiences by imagining what it would be like to be in his/her situation.

## **6. Communication**

- a. Communicate effectively with faculty, staff, students, patients, and other professionals.
- b. Demonstrate confidence in actions and communications.
- c. Formulate written communications with professional content and tone.
- d. Ensure the confidentiality of communications that contain personal information.

## **7. Punctuality**

- a. Demonstrate punctuality in academic and professional environments.
- b. Adhere to established times for classes, laboratories, professional experiences, and meetings.
- c. Comply with established oral and written deadlines.
- b. Respond to requests (written, oral, email, and telephone) in a timely fashion.

## **8. Social Contracts**

- a. Conduct interactions with colleagues, patients, and their families in a professional manner.
- b. Relate to colleagues, patients, and their families in a caring and compassionate manner.

- c. Recognize instances when one's values and motivation are in conflict with those of the patient and his/her families and proceed in a manner that is patient centered. If there is a conflict of values or motivations that you think may involve something illegal, unethical, or unprofessional, seek guidance from your supervisor, instructor, or chairperson.
- d. Identify and communicate to one's supervisor any activity that is dangerous to the welfare of a patient or colleague.
- e. Demonstrate a positive attitude of service by putting others' needs above one's own.
- f. Comply with federal, state, university, school, and institutional requirements regarding confidentiality of information.

### **9. Negotiation, compromise, and conflict resolution**

- a. Demonstrate good skills of conflict resolution.
- b. Formulate constructive evaluation of others' performance.
- c. Display a positive attitude when receiving constructive criticism.

### **10. Lifelong improvement and professional competence**

- a. Produce quality work in academic and clinical settings.
- b. Take responsibility for learning.
- c. Demonstrate continuous professional development by identifying what should be learned and how one might assess his or her competence in new knowledge and skills.

### **11. Time management and decision-making**

- a. Utilizes time efficiently.
- b. Demonstrate responsibility, rigor, and consistency in completing assignments.
- c. Demonstrate accountability for decisions.

### **12. Appearance**

- a. Maintain a professional appearance when representing CUSM.
- b. Maintain personal hygiene and grooming appropriate to the setting.

Adherence to professional standards is an academic requirement for graduation from CUSM and a performance standard for staff and faculty. Failure to meet these standards may result in disciplinary action, which may include dismissal from the academic program.

## **Standards of Conduct for the Teacher-Learner Relationship**

### **1. Standards**

CUSM-SOM follows the American Medical Association (AMA)'s recommendation, in a policy entitled "Teacher-Learner Relationship in Medical Education," which urges all medical education programs to develop standards of behavior for both teachers and learners based on the following Code of Behavior:

"The teacher-learner relationship should be based on mutual trust, respect, and responsibility. This relationship should be carried out in a professional manner, in a learning environment that

places strong focus on education, high quality patient care, and ethical conduct.”

A climate of mutual respect in the teaching and learning environment is among the main core attributes of CUSM-SOM professionalism requirements. CUSM-SOM is committed to foster the development of professional and collegial attitudes needed to provide caring and compassionate health care by all members of the medical school community, including medical students, resident physicians, faculty, volunteers and other staff who participate in the educational process.

CUSM-SOM believes that teaching and learning should take place in an environment of mutual respect where students are evaluated based upon accomplishment, professionalism and academic performance. This includes a shared commitment among all members of the CUSM-SOM community to respect each person’s worth and dignity, and to contribute to a positive learning environment where medical students are enabled and encouraged to excel.

In this way, CUSM-SOM assures an educational environment in which medical students, resident physicians, faculty, volunteers and other staff may raise and resolve issues without fear of intimidation or retaliation. CUSM-SOM is committed to investigating all cases of mistreatment in a prompt, sensitive, confidential, and objective manner.

In the teacher-learner relationship, each party has certain legitimate expectations of the other. For example, the learner can expect that the teacher will provide instruction, guidance, inspiration, and leadership in learning. The teacher expects the learner to make an appropriate professional investment of energy and intellect to acquire the knowledge and skills necessary to become an effective physician. Both parties can expect the other to prepare appropriately for the educational interaction and to discharge their responsibilities in the educational relationship with unflinching honesty.

CUSM-SOM is committed to investigating all cases of mistreatment in a prompt, sensitive, confidential, and objective manner.

### **Mistreatment:**

Mistreatment may be defined as “treatment of a person that is either emotionally or physically damaging; is from someone with power over the recipient of the damage; is not required or not desirable for proper training; could be reasonably expected to cause damage; and may be ongoing.”

This includes verbal (swearing, humiliation), emotional (neglect, a hostile environment), sexual (physical or verbal advances, discomfiting humor), and physical harassment or assault (threats, harm). To determine if something is mistreatment, one should consider if the activity or action is damaging, unnecessary, undesirable, ongoing, or could reasonably be expected to cause damage.

Examples of mistreatment/inappropriate behavior or situations that would be unacceptable include:

- Physical contact, including any physical mistreatment or assaults such as hitting, slapping, kicking, throwing objects or threats of the same nature
- Verbal abuse (attack in words, or speaking insultingly, harshly)
- Comments and jokes of stereotypic or ethnic connotation, visual harassment (display of derogatory cartoons, drawings or posters)
- Inappropriate or unprofessional conduct that is unwarranted and reasonably interpreted to be demeaning or offensive
- Requiring a student to perform tasks intended to humiliate, control, or intimidate the student
- Unreasonable requests for a student to perform personal services
- Grading or assigning tasks used to punish a student rather than to evaluate or improve performance
- Purposeful neglect or exclusion from learning opportunities as means of punishment
- Sexual assault or other acts of sexual violence
- Sexual harassment
- Disregard for student safety

## **2. Commitment of CUSM-SOM Faculty**

Given their roles in the educational process and their inherently unequal positions vis a vis students, all instructional personnel (including faculty, residents, and other members of the healthcare team) are to treat students with courtesy, civility, and respect and with an awareness of the potential impact of their behavior on such students' professional futures.

The faculty at CUSM-SOM reaffirm their continuing commitment to providing, promoting, and maintaining a professional and respectful work and learning environment. The faculty constantly are observing the learning environment in health centers as well as instructional sites and professional meetings. The faculty are committed to identify positive and negative professional trends and develop appropriate strategies to enforce or correct the behavioral trend.

This attitude of the faculty reaffirms their commitment to recognize and promote positive role models in professionalism as well as to instilling the values in:

1. Students: as a requirement of their academic training, the values and attributes of professionalism facilitate the development of their professional identity in preparing them for their future role as professors, researchers, or physicians.
2. Faculty: as a condition of obtaining, maintaining an academic appointment and advancing through the academic ranks, the importance of teaching and demonstration to learners the values and attributes of professionalism that the public and the profession expect of a professor or a physician.
3. Staff: the importance of demonstrating to learners and to staff members, professionalism in carrying out their employment duties.

The Faculty recognizes that unprofessional behavior disrupts, impairs, and interferes with the quality of medical education, research, and patient care as well as the proper functioning of the learning environment.

### **3. Commitment of CUSM-SOM Students**

Professionalism is a cornerstone to medicine, and physicians are held to a high standard of performance. Professionalism is one of the six competencies in which students must demonstrate knowledge, skills, and attitudes appropriate to a graduating medical student. Professional behaviors are observed throughout medical school, within courses and clerkships, and in settings outside medical school boundaries. Student enrollment in the medical school demands a level of personal honor and integrity that ensures the provision of quality healthcare.

The same personal integrity that requires honesty also requires reporting of any infraction of the Professionalism Policy and Code of Ethics. Hence, students have an obligation to report conditions or situations that may lead to violations of either doctrine. Students must be committed to high ethical standards of behavior, including but not limited to; patient confidentiality; academic integrity; personal behaviors and habits in order to facilitate the ability to meet professional obligations as a medical student; and adherence to guidelines regarding relationship boundaries.

#### *Rules of Classroom Behavior*

- Be on time for class
- If you arrive late, close the door quietly and find a seat quickly so that you do not disturb others
- Do not talk to your classmates when the lecturer is speaking
- Turn off your cell phone while in class. If you are expecting an urgent call, set the phone on silent mode

- Do not read the newspaper, answer email, or text during class
- Do not sleep during class
- Remain quietly in place during the Q&A sessions
- Ask questions in a respectful, courteous manner
- Dress Code
- Students are expected to maintain a proper professional appearance when they are on the medical campus
- Students should wear their photo identification badge at all times while on the medical campus
- Please adhere to the following guidelines when attending classes in the lecture halls:
  - Do not wear running shorts or extremely tight shorts. Longer shorts, Capri-style pants, and blue jeans are perfectly acceptable for the classroom.
  - For men, a polo shirt with a collar is preferred. A tee shirt is acceptable provided it is clean and does not contain any offensive language or graphics.
  - For women, “tube tops,” “halter tops,” deep set necklines, “see-through” blouses, and very short, tight skirts should not be worn to class. Shirts and blouses must extend to the waistband of your slacks or shorts. Bare midribs are not acceptable. Please be conscious of the “fit” of your clothes when you are in different positions, e.g., standing vs. leaning over.
  - Baseball caps and sunglasses should not be worn in the classroom.
  - Avoid extremes of hairstyles (e.g., “spiked hair,” multicolored), make-up, and piercings. Facial hair must be neatly groomed.
  - IN SHORT, BE MODEST AND PROFESSIONAL
- In the laboratories, OSHA regulations prohibit open-toed shoes. For purposes of safety, you must wear closed-toe shoes.
- When you participate in any clinical activity and anticipate patient contact, you must dress in a very professional manner. Men should wear a shirt, tie, slacks (not jeans), belt, socks, and hard-soled shoes (i.e., no tennis shoes). Women should wear comparable attire. Your white laboratory coat should be clean, pressed, and in good repair.

- When engaged in patient-care related activities, you should not chew gum.

## **Lifelong Colleague Principle**

The Lifelong Colleague Principle encourages all students, faculty and staff to endeavor to make every interaction reflect a sincere desire to develop each other as lifelong colleagues, during the MD Program and throughout their careers.

The Lifelong Colleague Principle and the CUSM-SOM Code of Ethics will guide all decisions and behaviors of students, faculty and staff. The Lifelong Colleague Principle and Code of Ethics will allow students to flourish within an environment of trust, integrity and mutual respect.

## **Faculty Diversity**

Within the CUSM-SOM mission, there is a strong commitment to recruit faculty members who are diverse and cognizant of the local community since the school will be located in a region of California with one of the largest multicultural population centers in the country. The region, known as the Inland Empire, has a Hispanic population that exceeds 50 percent. The patient population is expected to be predominantly Hispanic and other non-Caucasian ethnicities.

CUSM-SOM plans to provide outreach to underrepresented communities, and to promote a better understanding of the unique healthcare needs of the very diverse and growing geographic region. The recruited faculty is projected to be both diverse and reflective of the mission of the School.

The school will work closely with the recruiting academic department and human resources, to maintain consistency and full compliance with federal and institutional regulations and guidelines on employment; to actively recruit women and underrepresented groups, and to effectively implement the faculty recruitment procedure. Together, the entities will coordinate, facilitate, and monitor faculty recruitment and will be charged to report progress of faculty recruitment to the chair of the search committee, the administrative Dean of Faculty, the Chair of the recruiting department, and the Dean of CUSM-SOM.

At the beginning of each calendar year, Department Chairs will submit to the dean a tentative plan for faculty recruitment. This recruitment plan is to be based on a departmental needs' assessment of education, patient care, and research programs, in conjunction with available resources, budget, space, and equipment.

## **Office of Equity, Diversity and Inclusion**

CUSM-SOM assures the public and its constitutions that it promotes faculty diversity through the Office of Equity, Diversity and Inclusion. The mission of the Office is to increase, broaden, and support the diversity of students, faculty, and staff of the school by promoting an institutional

climate that welcomes, values, nurtures, and respects the culture and contributions of all.

Efforts to recruit and maintain a diverse faculty is coordinated by the administrative dean of faculty/diversity officer and the Diversity and Inclusion Committee, a standing committee of the School of Medicine. These efforts will be in collaboration with those promoted and supported by the student affairs office. Together they will develop a tradition of promoting diversity at all levels, including applicants, potential medical students, medical students, resident physicians, faculty members and leadership.

### **Faculty Grievance Procedures**

Please consult the Faculty Grievance Procedures section of the Faculty Handbook: Bylaws of the Faculty for established procedures by which faculty members can seek redress of their grievances that fall into two main types:

1. Those connected with appointment, reappointment, or promotion.
2. Those concerned with other matters, such as duties, salaries, perquisites, and working conditions.

### **Faculty Dismissal**

A faculty member shall hold his/her position during each appointment period pending behavior consonant with carrying out his/her duties and service, and shall not be removed except for cause in a matter consistent with the American Association of University Professors (AAUP), *Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments* (1989) and *Statement on Procedural Standards in Faculty Dismissal Proceedings* (1990), Faculty Code of Conduct guidelines, Guidelines on Faculty appointment and promotion (appendix of fa-01 - faculty handbook: bylaws of the faculty) and #01-002 Harassment in the Workplace. Upon decanal review to deny renewal of the appointment, an explanatory letter will be sent to the President for endorsement. Faculty members are to be notified of non-renewal of appointment at least six (6) months prior to the end of the appointment.

## Disciplinary Procedures

Faculty disciplinary procedures may include written censure, reduction in salary, demotion, suspension, denial or curtailment of emeritus status, and dismissal from the employment of the University.

CUSM faculty disciplinary procedures are consistent with the American Association of University Professors (AAUP), *Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments* (1989) and *Statement on Procedural Standards in Faculty Dismissal Proceedings* (1990), CUSM Faculty code of conduct, #01-002 Harassment in the Workplace .

California University of Science and Medicine (CUSM) reserves the right to determine the appropriate level of discipline for any inappropriate conduct, including verbal and written warnings, sanctions, suspension with or without pay, demotion or discharge.

## Separation of Employment

Separation of employment within an organization can occur for several various reasons including but not limited to:

- **Resignation:** Although we hope your employment with us will be a mutually rewarding experience, we understand that varying circumstances cause employees to voluntarily resign employment. Resigning employees are encouraged to provide two weeks' notice, preferably in writing, to facilitate a smooth transition out of the organization. Management reserves the right to provide an employee with two weeks' pay in lieu of notice in situations where job or business needs warrant such action. If an employee provides less notice than requested, the employer may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given.
- **Retirement:** Employees who wish to retire are required to notify their department leader and the Human Resource department in writing at least one (1) month before the planned retirement date.
- **Job abandonment:** Employees who fail to report to work or contact their supervisor for three (3) consecutive workdays shall be considered to have abandoned the job without notice, effective at the end of their normal shift on the third day. The supervisor shall notify the Human Resource department at the expiration of the third workday and initiate the paperwork to terminate the employee. Employees who are separated due to job abandonment are ineligible to receive accrued benefits and may be ineligible for rehire. The University reserves the right to reinstate employment based on individual circumstances and will be considered on an individual, case-by-case basis.

- **Termination:** Employees of the University are employed on an at-will basis<sup>1</sup>. CUSM has the right to terminate the employment relationship at any time, for any reason, with or without prior notice, or cause, unless otherwise stipulated in an employment agreement, or contract.

Any remaining accrued vacation leave will be paid in the last paycheck.

### **Return of University Property**

The separating employee must return all university property at the time of separation, including computer and/or laptop, cell phones, keys, purchase cards, and identification cards. California University of Science and Medicine (CUSM) may, at its discretion choose to file a civil suit or make a claim in small claims court to recoup the money owed for the loss or damage.

The separating employee shall contact the Human Resource department as soon as notice is given to schedule an exit interview. The interview will be on the employee's last day of work or another day, as mutually agreed on.

Health insurance terminates the last day of the month of employment, unless an employee requests immediate termination of benefits. Information for Consolidated Omnibus Budget Reconciliation (COBRA) continued health coverage will be provided.

### **Rehire**

Former employees who left California University of Science and Medicine (CUSM) in good standing and are classified as eligible for rehire may be considered for reemployment. An application must be submitted to the Human Resource department, and the applicant must meet all minimum qualifications and requirements of the position, including any qualifying exam, when required.

Supervisors must obtain approval from the Human Resource director or designee prior to rehiring a former employee. Rehired employees begin benefits just as any other new employee. Previous tenure will not be considered in calculating longevity, leave accruals or any other benefits.

An applicant or employee who is terminated for violating policy or who resigned in lieu of termination from employment due to a policy violation will be ineligible for rehire.

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<sup>1</sup> Faculty members should refer to their employment contract for additional details regarding employment terms and conditions.

## **Faculty Employee Expectations**

### **Confidentiality**

Our students, clients, and other parties with whom we do business entrust California University of Science and Medicine (CUSM) with important information relating to their businesses. It is our policy that all information considered confidential will not be disclosed to external parties or to employees without a “need to know.” If an employee questions whether certain information is considered confidential, he/she should first check with his/her immediate supervisor.

This policy is intended to alert employees to the need for discretion at all times and is not intended to inhibit normal business communications.

All inquiries from the media must be referred to Human Resources immediately.

### **Conflicts of Interest**

Faculty and employees must avoid any relationship or activity that might impair, or even appear to impair, their ability to make objective and fair decisions when performing their jobs. At times, an employee may be faced with situations in which business actions taken on behalf of the University may conflict with the employee’s own personal interests. University property, information or business opportunities may not be used for personal gain.

#### **Conflicts of interest could arise in the following circumstances:**

- Being employed by, or acting as a consultant to, a competitor or potential competitor, supplier, or contractor, regardless of the nature of the employment, while employed with the University.
- Hiring or supervising family members or closely related persons.
- Serving as a board member for an outside commercial university or organization.
- Owning or having a substantial interest in a competitor, supplier, or contractor.
- Accepting gifts, discounts, favors or services from a customer/potential customer, competitor, or supplier, unless equally available to all university employees.

Employees with a conflict-of-interest question should seek advice from management. Before engaging in any activity, transaction or relationship that might give rise to a conflict of interest, employees must seek review from their manager and the Human Resource department.

### **Outside Employment**

Faculty members are permitted to engage in outside work or to hold other jobs, subject to certain restrictions as outlined below.

Activities and conduct away from the job must not compete with, conflict with or compromise California University of Science and Medicine (CUSM) interests or adversely affect job performance and the ability to fulfill all job responsibilities. Employees are prohibited from performing any services for customers during nonworking time that are normally performed by the University. This prohibition

also extends to the unauthorized use of any university resources, materials, tools, or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

Employees are cautioned to carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If the University determines that an employee's outside work interferes with performance, the employee may be asked to terminate the outside employment.

Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

## **Compensation and Performance**

### **Performance and Salary Review**

Faculty members will receive periodic performance reviews and recognition of performance through a review process as detailed in Guidelines on Faculty Appointment and Promotion, (appendix to FA-01, Faculty Handbook: Bylaws of the Faculty). Wage increases will be determined based on individual performance at the discretion of the University and will allow for employee progression through the established salary range. Wage increases for merit are based on recommendation of the employee's department head/director/manager/supervisor, as described below.

### **Annual Performance Evaluation**

Faculty members will receive periodic performance evaluations as detailed in Guidelines on Faculty Appointment and Promotion, (appendix to FA-01, Faculty Handbook: Bylaws of the Faculty). While typically done on the employee's employment anniversary, performance review dates may change due to transfer, promotion, or other related reasons. Faculty members will be provided guidelines and resources for work performance standards. Faculty members are expected to meet, at minimum, the expectations for satisfactorily meeting performance expectation to be eligible for recommendation for promotion or wage increases.

### **Faculty Promotion**

The faculty member's performance and rank will be evaluated annually by the Department Chair as detailed in Guidelines on Faculty Appointment and Promotion, (appendix to FA-01, Faculty Handbook: Bylaws of the Faculty). If the Chair determines the faculty member has met these criteria for promotion (see Section 2), this recommendation will be submitted to the Rank and Promotion Committee along with faculty documentation of productivity (detailed CV with evidence of activities to support the promotion). The Rank and Promotion Committee will review the faculty member's performance and make a recommendation to the Dean who in turn will make a decision and forward that to the President. The final promotion letter will include information on the new academic promotion and any associated changes in job responsibilities, appointment status, or salary (if applicable). It will be signed by the Department Chair, Dean, and President and will also require the faculty member's signature signifying acceptance.