

2021-2022



THE COLLEGE OF

**Podiatric
Medicine**

*The discipline of learning.
The art of caring.*

**Western University of Health Sciences
College of Podiatric Medicine**

Approved by CPM Faculty April 6, 2022

TABLE OF CONTENTS

	Page
Section I: Faculty Assembly – Bylaws	3
Section II: Departmental Structure and Processes	5
Section III: Faculty Appointment, Promotion, and Tenure	7
Section IV: CPM Standing Committee Composition and Duties	19
Section V: Academic Policies, Procedures, and Guidelines	23

Section I

CPM Faculty Assembly – Bylaws

A. Purpose:

The purpose of the College of Podiatric Medicine (hereafter CPM) Faculty Assembly is to provide an effective vehicle by which to focus on the educational mission of the college, address the needs and concerns of the faculty, formulate positions on key issues representing faculty consensus, and make decisions within its delegated scope of authority.

B. Membership:

The voting membership of the CPM Faculty Assembly shall be comprised of all faculty permitted as voting members of the University Faculty assembly, as defined in UFH 2019 IIIA2, with the following additional restrictions: Director of Faculty Affairs shall be regarded as voting faculty for the purposes of the CPM Faculty Assembly. Administrators above the level of the Director may participate in the CPM Assembly's deliberations but may not vote, even if they concurrently hold an academic appointment in the CPM.

C. Conduct of Meetings:

The CPM Faculty Assembly shall convene monthly between convocation and graduation and on an as-needed basis during the summer. Special meetings of the Assembly may be called by the Chair at the Chair's discretion or when requested in writing by five (5) or more faculty members. A quorum for conducting regular business shall be comprised of 50% plus one of the voting faculty. On matters requiring a vote, passage of the motion requires 50% plus one of the voting Assembly members present at the meeting. Minutes of the Assembly (except those of Executive Sessions) shall be kept and posted electronically on a shared location maintained by the CPM Chair or his/her designee.

D. Organization:

The Assembly shall select a Chair on a biennial basis whose responsibility is to set the agenda, announce and convene the meetings, and in other ways facilitate effective assemblies. Faculty members may suggest agenda items directly to the Chair, as may the members of the administration.

The Chair shall serve for a period of two years, starting July 1, and may be reelected to the position. Prior to expiration of the second year of the term, the position of Chair of the CPM Assembly shall be included in the annual balloting conducted by the Assembly each Spring and is open to any member of the Assembly. The Chair will represent the faculty as a member of the Dean's Academic Administrative Team and shall regularly attend those meetings. The Chair is also responsible for maintaining an updated Faculty Handbook.

E. Responsibilities:

The Assembly is empowered to consider and act upon the following matters:

1. Establish the composition and method for determining members of standing committees, define the mandates of the committees and of taskforces as needed, then consider their findings.
2. Approve substantive changes in the CPM curriculum, as proposed to the Assembly by the CPM Curriculum Committee.
3. Form recommendations to the CPM and/or Western University of Health Sciences administration pertaining to matters of interest to CPM's educational mission.
4. Consider CPM performance indicators and data that may shed light on the effectiveness of the faculty's work and make proposals for improvement.
5. Determine policies and procedures related to course or classroom management, grading policies, and procedures regarding the academic and non-academic conduct of students.
6. Enact amendments to these Bylaws.

Section II

CPM Departmental Structure and Processes

A. Organizational Structure

CPM is organized as one department under which its faculty membership function to provide continuity across all educational and clinical services pertaining to podiatric medicine, surgery, and biomechanics services.

B. Leadership:

1. A Chair will be appointed by the Dean of the College of Podiatric Medicine or his/her designee. A Chair may also preside over a group to oversee three or more auxiliary faculty to exercise curricular and/or budgetary oversight.

2. Chair Responsibilities.

The chairs shall be responsible for the following within their departments:

a. Leadership

- 1) Express clear departmental vision.
- 2) Facilitate departmental meetings.
- 3) Conduct short and long-term planning.
- 4) Oversee space and equipment utilization.
- 5) Represent the department to other entities and stakeholders.
- 6) Build an effective culture and climate within the department.
- 7) Work collaboratively with the CPM administration to enhance the quality of the students' educational experience and the effective operation of the college.

b. Educational effectiveness

- 1) Advocate for instructional and curriculum innovation.
- 2) Participate in curriculum planning and revision.
- 3) Assess learning outcomes; link assessment data to plans for improvements.

c. Faculty

- 1) Help to design, plan, and implement annual performance appraisals.
- 2) Mediate unresolved issues about faculty participation in systems, and related curricular content matters.
- 3) Negotiate the annual distribution of effort for each member, balancing teaching, scholarship, and service with the college resources and mission.
- 4) Support faculty and student research efforts.
- 5) Make recommendations to the Dean's office for awards, merit increases, and recognition.
- 6) Assess faculty performance in scholarly, teaching, and service activities.
- 7) Work to ensure collegiality among faculty members.

d. Budget

- 1) Administer the budget within its constraints.
- 2) Approve purchase requisitions.

e. Administration

- 1) Meet regularly with the appropriate Dean for college-wide planning.
- 2) Work effectively with others to address matters related to cooperation, boundaries, and effectiveness.

f. Support staff

- 1) Attend periodic meetings of the CPM staff supervisors.
- 2) Encourage and offer guidance to faculty in the utilization and evaluation of staff.

Section III

Faculty Appointment, Promotion, and Tenure

A. Initial Appointment and Professional Development Options:

1. The initial academic rank for new faculty is established at the time of appointment and is dependent upon factors such as professional education, teaching experience, teaching proficiency at other institutions, if applicable, and level of specialty certification, in a manner consistent with UFH 2019 Section II A.1.

Appointment procedures governing faculty employment, including faculty selection process, recommendation, and equal opportunity employment policies, as outlined in UFH 2019 Section II A, shall be followed. After receiving a formal recommendation from the faculty search committee including recommended rank, the Dean of the College of Podiatric Medicine will make a recommendation, including that of appointment rank to the Provost for consideration and approval.

Initial Appointments in CPM are made to the following ranks:

a. **Regular Faculty (Tenure and Non-Tenure Tracks):** Persons with the titles of professor, associate professor, assistant professor, and instructor appointments with salary.

- 1) **Instructor:** This title shall be given to any member of the faculty who at the time of his/her appointment lacks an earned doctorate/terminal degree.
- 2) **Assistant Professor:** This title shall be given to a faculty member who possesses a terminal degree in his/her profession/discipline from a regionally accredited institution and has had a minimum of two (2) years scholarly activity following granting of terminal degree. This individual shall have demonstrated teaching ability, scholarly achievement, interest in students, and a spirit of scholarly inquiry necessary to keep his/her course continually viable.
- 3) **Associate Professor:** In addition to having the qualifications required of an Assistant Professor, the appointee shall have demonstrated outstanding teaching ability, notable achievement in scholarship, and service to the University. Clinical faculty in this category must be board certified or hold appropriate professional credentials.
- 4) **Professor:** In addition to having the qualifications of an Associate Professor, ordinarily the appointee shall have made a noteworthy contribution to a field of knowledge and achieved national reputation in one or more of the areas in which the appointee is being evaluated. This contribution is expected to involve extraordinary teaching and/or research achievement. Clinical faculty in this category must be board certified or hold appropriate professional credentials.

b. **Auxiliary Faculty:** The titles of adjunct/clinical/research/visiting professor, adjunct/clinical/research/visiting associate professor, adjunct/clinical/research/visiting assistant professor, and adjunct/clinical/research/visiting instructor shall be used to confer faculty status on individuals who have credentials comparable to regular

faculty, who provide significant service to the instructional and/or research programs of the University and who need a faculty title to perform that service. Significant service would include teaching the equivalent of one or more courses, advising students, and/or serving as a co-investigator on a research project. Such individuals may be either non-university employees or university employees compensated from a non-instructional budget.

- 1) Adjunct/ Clinical/ Research/ Visiting Instructor: This title shall be given to any member of the faculty who at the time of his/her appointment does not have an earned doctorate/ terminal degree.
 - 2) Adjunct/ Clinical/ Research/ Visiting Assistant Professor: This title shall be given to a faculty member who possesses a terminal degree in his/her profession/discipline from a regionally accredited institution. This individual shall have demonstrated teaching ability, scholarly achievement, interest in students, and a spirit of scholarly inquiry necessary to keep his/her course continually viable.
 - 3) Adjunct/ Clinical/ Research/ Visiting Associate Professor: In addition to having the qualifications required of an Assistant Professor, the appointee shall have demonstrated outstanding teaching ability, notable achievement in scholarship, and service to the University. Clinical faculty in this category must be board certified or hold appropriate professional credentials.
 - 4) Adjunct/ Clinical/ Research/ Visiting Professor: In addition to having the qualifications of an Associate Professor, ordinarily the appointee shall have made a noteworthy contribution to a field of knowledge and achieved national reputation in one or more of the areas in which the appointee is being evaluated. This contribution is expected to involve extraordinary teaching and/or research achievement. Clinical faculty in this category must be board certified or hold appropriate professional credentials.
2. Professional development options for CPM regular faculty (tenure and non-tenure track) and auxiliary faculty including transfer between non-tenure and tenure track appointments is in accordance with and aligned with procedures outlined in the University Faculty Handbook (UFH 2019 Section II M IIA-C).

B. Distribution of Effort/ Faculty Workload Policy

CPM culture, procedures, and policies regarding the interplay of teaching, scholarship, and service including their relative definitions and faculty workload including negotiation of distribution of effort and overload assignments are aligned with the University (as outline in UFH 2019 III, L) with the additional descriptions and explanations below.

1. At the time of the annual renewal of contracts (but not as part of the contract or salary negotiations), each individual faculty member will negotiate with his or her department Chair, Director or Dean/Assistant Dean/Associate Dean (according to reporting structures) regarding how they will expend their efforts for the coming year.

These negotiations will encompass the distribution of effort across teaching, scholarship, service and will be expressed as a percentage of effort, the total of

which will be 100%. Reasonable performance outcomes will be discussed and documented and will vary depending on whether the faculty member is a full-time employee or a part-time employee.

2. Annual performance evaluations, as well as evaluations by the Promotion and Tenure Committee related to promotion and tenure, will consider faculty performance in each negotiated area of service and will be weighted accordingly. For example, if a member's individual contract calls for a 60% devotion of effort to instruction, 30% to research, and 10% to service, then evaluation will give relative weight to each area. It is incumbent on the individual faculty member to provide evidence of effective involvement in each service area.
3. To the extent negotiated with one's Chair/Director/Dean/Associate or Assistant Dean as a part of an annual contract, faculty involvement in off-campus research or professional service shall be counted as regular compensated time rather than as vacation, leave, or CME time.
4. For the purposes of guiding annual negotiations related to distribution of effort and the evaluation of performance, the following categories of service are illustrative rather than definitive.

A) Teaching:

1. The effectiveness with which one carries out his/her lecture, seminar, lab, and/or clinical assignments and responsibilities.
2. The ability to independently design and present a course or a series of integrated learning experiences.
3. The capability to prepare examination questions independently, as well as to competently assess student learning and grade performance in a course or a portion of a course.
4. Contributing accepted questions to the NBPME for inclusion in the Parts I and II and/or Part III i.e., PM-Lexus test bank.
5. Demonstration, by his/her teaching efforts, of orientation to the goals of the University, or to the interrelationships of goals among the disciplines.
6. Authorship of course goals and objectives, outlines, and/or narrative handouts dealing with specific topic areas including teaching manuals.
7. Reporting and evaluation of statistical data on student performance.
8. Recognition by other faculty members of effectiveness in the planning and/or presentation of collaborative teaching efforts.
9. Demonstration of innovative teaching, including publication of acceptable teaching aids or audiovisual materials, the design of new pedagogical strategies, or incorporation of new and effective techniques.
10. Lectures and/or clinics given to professional groups.

11. Participation by invitation in the teaching program of other academic institutions.
12. Understanding and implementation of podiatric/medical philosophy and principles.

B) Scholarly Activities

1. Authoring of published papers.
2. Grants or contracts awarded to him/her as a primary investigator or as co-investigator.
3. The presentation of papers or seminars at professional or scholarly meetings.
4. Active participation in local, regional, or national meetings of professional societies.
5. Contributions to the scholarship of teaching, learning, or assessment.
6. Giving a presentation or lecture as an invited guest lecturer.
7. Mentoring of students in research and scholarly activities.
8. Attainment of a patent for intellectual property relevant to the fields of education and/or medicine/surgery.

C) Service to the University and the Community

1. Active participation on University or College committees.
2. Services to the University clinic and affiliated medical institutions.
3. Educational services to the community, especially in a health professions role.
4. Advisor to students.
5. Special assignments from the appropriate Dean, Provost or President.
6. Interdisciplinary cooperation in all activities.
7. Administrative leadership related to curricular oversight, student activities, staff supervision, or budgetary responsibilities.
8. Service within one's profession or discipline by means such as leadership and/or planning with national organizations, conferences, speaker's bureaus, or key professional committees.
9. Other documented, significant contributions of service to the University and/or community.

C. Annual Performance Evaluations

In order to provide an informed basis for the Dean to make recommendations to the Provost for Academic Affairs regarding merit-based salary increases, and in order for CPM to align financial incentives with exemplary service, the appropriate Dean of CPM shall oversee an annual faculty performance review. Department chairs shall conduct these evaluations as aligned with the distribution of effort agreed upon with each faculty member within the department. Chairs shall seek to consider multiple sources of relevant information, such as personal dialogue with each faculty, classroom or lab observation, peer reviews, student course evaluations, clinical practice and education performance, and supporting documents from faculty themselves. These evaluations shall include evidence of collegiality and professionalism. When merit salary increases are announced by the President and Board, department Chairs shall make recommendations to the Dean regarding merit adjustments; the Dean will then convey his/her recommendations to the University administration.

D. Promotion and Tenure Procedures and Eligibility Criteria

1. Promotion and Tenure Policies, Timeline, and Procedural Guidelines

Promotion and Tenure policies, timeline, and procedural guidelines (e.g. time in rank, exclusion of time during the probationary period, review and approval/denial process, dossier requirements, post-tenure review) for the CPM are aligned with the University (UFH 2019 Section II-M V) with the additional explanations below.

Credit toward promotion based on prior service at other institutions will be negotiated with the Dean at the time of initial appointment. In general, such negotiations will be based on the guideline that teaching in a comparable institution will be credited on the basis of 2/3 of a year for each year of prior experience. Credit for service in an undergraduate school, or for experience in postdoctoral training, will be calculated on the basis of 1/3 of a year of credit for each year of experience.

2. Requests for Early Consideration for Promotion:

A faculty member may apply for promotion to a specified rank ahead of the traditional promotion and tenure timeline by submitting a written request to the faculty member's department Chair. The following guidelines have been adopted for consideration of such requests:

- a. For promotion from Assistant Professor to Associate Professor, if the faculty member has not received teaching credit for a prior position held before joining the University, consideration may be given after four years of outstanding teaching plus outstanding performance in at least one other area as indicated in the Distribution of Effort section above.
- b. For promotion from Assistant Professor to Associate Professor, if the faculty member has had teaching experience prior to employment at the University, consideration may be given after two years of outstanding service at the University. The Promotion and Tenure Committee may request letters of

recommendation from former employers in addition to other evidence of distinguished academic performance.

- c. For promotion from Associate Professor to Professor, consideration may be given after a continuing record of outstanding teaching and performance in other areas for four years at the Associate Professor rank, two of which must be at the University. The Promotion and Tenure Committee may request letters of recommendation from former employers in addition to other evidence of distinguished academic performance.

3. Eligibility Criteria for Promotion and/or Tenure

- a) In addition to the criteria descriptions below, in order to be eligible for promotion and/or tenure, all faculty are expected to demonstrate adherence with the professionalism guidelines as outlined in the University Faculty Handbook (UFH 2019 Section 2 M-VD).

The prospective candidate must conduct himself /herself in a professional manner and exhibit collegiality when interacting directly or indirectly with fellow faculty. Colleagues are those explicitly united in a common purpose and respecting each other's abilities to work toward that purpose. Collegiality denotes respect for another's commitment to the common purpose and goals of the department and ability to work toward it in a non-belligerent manner.

Collegiality generally includes, but is not limited to the following behaviors:

- 1) Collaborates with others
- 2) Fosters teamwork
- 3) Resolves conflicts
- 4) Proactively assists and actively involves others
- 5) Builds bridges between and among colleagues
- 6) Promotes rapport among colleagues
- 7) Demonstrates patience and respect in working with fellow faculty members.

b) Regular Faculty- Tenure Track

1. Assistant Professor

Promotion or appointment to the rank of Assistant Professor requires:

- i) Minimum of two (2) years scholarly activity following granting of terminal degree.
- ii) Demonstrate promise in the areas of teaching, scholarship and service as delineated above.

2. Associate Professor

For promotion or appointment to the rank of Associate Professor, the faculty member must have satisfied the criteria for the rank of Assistant Professor, document a sustained record of accomplishment in all areas, and demonstrate excellence in teaching and scholarship with quality participation in service appropriate to rank.

- i) Teaching

Evidence of thorough, objective competence must be provided in this category. Evidence must include recognition by peers and students for excellence in teaching. Evidence may also include awards, innovations, course directorships, system coordination, and student advisements.

ii) Service

Evidence may be demonstrated by active participation on university or college committees and in part by a leadership role in the department or in chairing major committees (esp.: Promotion and Tenure, Admissions, Student Academic Progress, and Curriculum) or in holding a high-level administrative position.

iii) Scholarly Activities

Evidence of publications in peer-reviewed journals must be provided. Categories may include, but not be limited to medical education topics, clinical observations, analytic (prospective) studies, retrospective analyses, and basic research. Abstracts and presentations will be considered in the area, but even significant efforts in such activities will not replace the requirement to have been published in peer reviewed journals.

Major contributor and first or senior author of peer-reviewed journals, substantive publications, exclusive of case reports or reviews. Must provide evidence of current and continued extramural grant funding and/or major contributions to medical education, e.g., new curriculum offerings, educational programs, textbooks, syllabi, computer programs, or digital works that significantly improve the method or quality of instruction at the college. These should be published locally or nationally.

iv) Inside References: Minimum of two (2), in writing, which must provide evidence of the candidate's academic excellence.

v) Outside References: Minimum of three (3), in writing, which must provide evidence of the candidate's academic excellence. The references must be from faculty at accredited medical universities or colleges and must be from senior faculty in the candidate's own area of expertise.

3. Professor

For promotion or appointment to the rank of Professor, the faculty member must have satisfied the criteria for the rank of Associate Professor, document a sustained record of accomplishment in each area, demonstrate excellence in teaching and scholarship, with high standards in service and demonstrated leadership in his/her field.

Additionally, the faculty must be of national reputation and acknowledged by his or her peers within the salient discipline to be an authority in his or her field. This is an earned rank achieved under circumstances of demonstrated merit not longevity.

i) Teaching

Evidence of thorough, objective competence must be provided in this category. Evidence must include recognition by peers and students for excellence in teaching. Evidence may also include awards, innovations, course directorships, system coordination, and student advisements.

ii) Service

National reputation within his or her field which may be indicated by memberships in study sections, membership or officer/director positions on advisory or editorial boards, prestigious professional societies, etc., awards, prizes, and other notable academic achievements, including the organization of national/international symposiums or meetings, and chairing or showing major impact on institutional committees and community activities.

iii) Scholarly Activities

Evidence of publications in peer-reviewed journals must be provided. Categories may include, but not be limited to medical education topics, clinical observations, analytic (prospective) studies, retrospective analyses, and basic research. Abstracts and presentations will be considered in the area, but even significant efforts in such activities will not replace the requirement to have been published in peer reviewed journals. Evidence of peer recognition may include major awards, prizes or other notable recognition for academic achievements. Evidence of current extramural grant funding or a history of extramural grant funding and a current application for such funding must be provided.

iv) Inside References: Minimum of two (2), in writing, which must provide evidence of the candidate's academic excellence.

v) Outside References: Minimum of three (3), in writing, which must provide evidence of the candidate's academic excellence. The references must be from faculty at accredited medical universities or colleges, and must be from senior faculty in the candidate's own area of expertise.

c) Regular Faculty- Non-Tenure Track

1. Assistant Professor

Promotion or appointment to the rank of Assistant Professor requires:

- i) Minimum of two (2) years scholarly activity following granting of terminal degree.
- ii) Demonstrate promise in the areas of teaching, scholarship and service as delineated above.
- iii) Inside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

- iv) Outside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

2. Associate Professor

For promotion or appointment to the rank of Associate Professor without tenure, the faculty member must have satisfied the criteria for the rank of Assistant Professor, document sustained record of accomplishment in all areas, and demonstrate excellence in teaching with high standards in either scholarship and/or service.

- i) Teaching

Evidence of thorough, objective competence must be provided. The portion of effort in this category will be determined annually by the department Chair or Assistant/Associate Dean as appropriate.

- ii) Service

Evidence of community service and/or extramural professional organizations. The portion of effort in this category will be determined annually by the department Chair or Assistant/Associate Dean as appropriate.

- iii) Scholarly Activities

Evidence of publications (not necessarily all within peer-reviewed journals), abstracts, presentations, extramural funding, or case study.

- iv) Inside References: Minimum of two (2), in writing, which must provide evidence of the candidate's academic excellence.

- v) Outside References: Minimum of two (2), in writing, which must provide evidence of the candidate's academic excellence.

3. Professor

For promotion or appointment to the rank of Professor without tenure, the faculty member must meet the criteria for the rank of Associate Professor, document a sustained record of accomplishment in all areas, and demonstrate excellence in teaching and either scholarship or service, with high standards in the remaining categories including demonstrated leadership in his/her field.

- i) Teaching

Objective evidence of outstanding teaching. The portion of effort in this category will be determined annually by the department Chair or Assistant/Associate Dean as appropriate.

- ii) Service

Major efforts must be evident; e.g., chairing major institutional committees and/or achievement of national reputation for service in major forums. The portion of effort in this category will be determined annually by the department Chair or Dean as appropriate.

iii) Scholarly Activities

Elements of consideration include, but not limited to, evidence of publications in peer-reviewed journals, abstracts, presentations, and extramural funding.

iv) Inside References: Minimum of two (2), in writing, which must provide evidence of the candidate's academic excellence.

v) Outside References: Minimum of two (2), in writing, which must provide evidence of the candidate's academic excellence.

d) Auxiliary Faculty

This category includes Adjunct, Research, and Volunteer Clinical faculty. Tenure track is not available for those in this category.

1. Assistant Professor

Promotion or appointment to the rank of Assistant Professor requires:

i) Minimum two (2) years scholarly or professional activity following granting of the relevant postgraduate degree.

ii) Inside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

iii) Outside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

2. Associate Professor

Promotion or appointment to the rank of Associate Professor requires:

i) Minimum two (2) years scholarly or professional activity following granting of the relevant postgraduate degree.

ii) Inside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

iii) Outside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

3. Professor

This is an earned rank achieved under circumstances of

demonstrated merit and not longevity. Promotion or appointment to the rank of Professor requires:

- i) Teaching (if applicable): Must provide evidence of thorough, objective competence.
- ii) Service: Major effort must be evident, e.g., chairing major institutional committees and/or community, state, national service recognition, editorials, symposia organizer, membership on study sections. Achievement of national reputation for services in major forums.
- iii) Scholarly Activities: Must provide evidence of substantive publications in peer-reviewed journals, abstracts, and presentations. Must provide evidence of current extramural funding.
- iv) Additional: In the case of promotion, candidate must be recommended by department chair/school dean / institute director and/or the department's / school's / institute's promotion and tenure committee.
- v) Inside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.
- vi) Outside References: Minimum of two (2), in writing, which must provide evidence of the academic attributes of the candidate.

4. Tenure Specific Eligibility Criteria and Policies

In addition to the above policies and eligibility criteria, the following applies specifically to tenure:

- a. The faculty member must be in a regular faculty academic track in the College of Podiatric Medicine with at least six years of academic experience, at least four of which is in full-time service at the Western University of Health Sciences.
- b. The faculty member normally must have the rank of associate professor or above; however, promotion or appointment to associate professor or above does not include tenure automatically.
- c. Faculty having appointments in more than one program will be governed by the policy of the program of the primary appointment. The subsidiary college will appoint a representative to the CPM P & T Committee for the file review and recommendation of the dual appointment candidate.
- d. The faculty member must provide evidence through the existing mechanism for promotion, as determined by the Promotion and Tenure Committee, of excellence in teaching, scholarship, and service and give promise for continued professional growth and performance.

- e. The prospective candidate must exhibit loyalty to the stated goals and mission of the College and the program to which he/she is appointed.
- f. CPM is in accordance with and follows those procedural guidelines set forth in the University handbook regarding post-tenure review (UFH II-M V E).

E. Retirement

As a professional courtesy, faculty anticipating their retirement should give written notice of their intentions to their chair at least one year prior to their retirement date. Such written notification will allow a formal search and recruitment process to commence in order to fill the position.

Professors with 10 years or more of full-time service at CPM can apply for the CPM Retirement Program. Individuals choosing this program will maintain their teaching obligations for up to three years at half their last full time teaching salary. These individuals will not be required to serve on committees or perform other non-teaching assignments. This Program is designed to allow individuals who have served this College well for many years to take up to three years to adapt to full retirement. Office space and clerical support will be provided for these individuals for up to three years. To apply, please write a letter of intent to the appropriate Dean.

When retirement follows a career of notable service to the College, the department chair may recommend to the Promotion and Tenure Committee that Emeritus status be granted upon retirement. If approved, the Promotion and Tenure Committee will forward this recommendation to the Dean and thus to the Board.

Section IV

CPM Standing Committee Composition & Duties

A. Selection and Duties

All CPM Standing Committees shall be elected by the CPM Faculty Assembly except when a Dean's appointment is appropriate and specified (as with the Admissions Committee). Committees will keep the Assembly informed regarding their outcomes and make proposals for discussion or action as appropriate. Committees will periodically assess the effectiveness of their work and report this outcome to the Assembly as well. The Assembly Chair shall oversee the election process for these committees.

B. Standing Committees

1. Admissions Committee:

The Admissions Committee shall consist of a minimum of 4 (four) CPM faculty members and 1 (one) chair who is also a CPM faculty member. The appropriate Dean of CPM will appoint the chair annually. The Dean of CPM, in consultation with the chair, will appoint committee members for two (2) year rotating terms, which will begin July 1 of each academic year. The Director of Admissions for CPM will be a non-voting ex-officio member. The Dean will also be an ex-officio member.

The CPM Admissions Committee will evaluate applicant files, discuss candidates at committee sessions, determine standards of admission, and make recommendations to the appropriate Dean for acceptance of applicants.

2. Curriculum Committee:

The Curriculum Committee shall consist of 5 (five) CPM faculty members, one (1) chair who is also a CPM faculty member. The committee members will serve for two (2) year rotating terms, which will begin July 1 of each academic year. All CPM faculty members on the committee have voting rights.

Two (2) voting members shall be elected by the student body, one (1) from the first year class, and one (1) from the second year class.

Non-voting ex-officio members may include the Assistant/Associate Dean(s), Director/Assistant/Associate Dean of CPM Student Affairs, Western University of Health Sciences library liaison, delegates from joint Office of Administrative Affairs in CPM and College of Osteopathic Medicine of the Pacific (COMP), and a representative of Western University of Health Sciences Center for Excellence in Teaching and Learning.

The committee will review all curricular matters that involve, but are not limited to, curricular framework, course title/number, credit hour requirements, catalog descriptions, content, methods of delivery, assessment of learning, new courses or

programs for degree(s), certificate or non-certificate programs, distance education/online learning programs, and curricular policies. The Committee, in conjunction with the Office of Academic Affairs, will also design methods to implement changes and to monitor their effectiveness.

3. Promotion and Tenure Committee:

The function of this committee is to evaluate each faculty member and to make recommendations to the Dean of the College of Podiatric Medicine concerning promotion and tenure. The Dean will make a decision on each recommendation and forward it to the Provost for Academic Affairs. The Promotion and Tenure Committee, in its deliberations, take into account self-evaluation, peer evaluation, student evaluations, and all other pertinent information that it can request. This committee is comprised of 4 (four) faculty members. These voting members are appointed by the CPM Dean and shall consist of part or full-time faculty members above the rank of Assistant Professor. The term of office for the four voting members is two (2) years.

4. Student Performance Committee:

The Student Performance Committee shall consist of five (5) members. The voting members shall consist of five faculty members appointed by the Dean of the College of Podiatric Medicine. Non-voting, ex-officio members shall consist of the following: Director of Student Affairs, Assistant/Associate/Vice Dean of Academic Affairs, a member from the Clinical Rotations/Residence Placement team, Director of the LEAD office. The Chair of the committee shall be appointed annually by the CPM Dean. The committee will meet at the invitation of the chair. Term of faculty membership is two years (2) years with staggered terms. For purposes of creating a voting quorum, the committee chair may be counted. A quorum will consist of one more than half of the five (5) voting members of the committee (3 voting members).

The committee is charged with the following responsibilities:

- a. Periodically review the academic achievement and comprehensive evidence of progress of all students who are pursuing the DPM degree. Particular attention will be given to the students in academic difficulty as their grades are made available to the Committee by the Registrar and/or the Assistant/Associate/Dean(s) for Student Affairs.
- b. Receive reports from members of the faculty or administration regarding any student whose professional or personal conduct is deemed unsatisfactory. Appropriate professional and personal conduct shall include, but is not limited to student attendance at all lecture, laboratory and small group experiences, cooperation with instructors, completing all assigned course work and examinations on time, a cooperative attitude toward fellow students, faculty, Western University staff personnel, and personnel of affiliated clinical rotation sites and hospitals. Additionally, an approach on the part of the student to interact with patients, ethical decisions, and personal appearance and demeanor appropriate to the circumstances is deemed a component part of appropriate professional/personal conduct.
- c. For students that appear before the Committee, after review of the student's records and/or personal/professional conduct, the recommendation (s) of the

Committee will be forwarded to the Dean of the College of Podiatric Medicine for the following courses of action: promotion, probation, remediation, academic suspension (defined as a condition in which a student whom is already on academic probation for purposes of academic inadequacy, that the SPC deems should not be recommended for dismissal. The student would be recommended for *academic* suspension and may repeat a given academic year [or portion thereof] at the time of the start of a succeeding academic term under conditions of probation until deemed by the SPC to have satisfactorily remedied the academic conditions that provoked the academic suspension in the first place).

- d. Conduct suspension (which is defined as those conduct/behaviors that are deemed by the committee to be adversely affecting the student's medical school performance and ability to engage the subject material, but the behavior-conduct does not in the opinion of the committee warrant a recommendation of dismissal. Examples of conduct-behavior that may warrant a conduct suspension include but are not limited to those delineated in section "h", below. The student would be recommended for conduct suspension for a period of time deemed appropriate by the SPC but generally would not exceed one academic year or until the conditions that provoked the conduct suspension in the first place were satisfactorily remediated and reviewed by the SPC. Other powers of the SPC include recommendation to the Dean for student dismissal from the college, psychological, medical and/or educational assessment or recommendation and referral to the University Conduct Committee, or no action. The Committee can recommend remediation for students prior to and/or at the onset of academic difficulty.
- e. Recommend to the CPM faculty as a whole, the awarding of the degree of Doctor of Podiatric Medicine upon satisfactory completion of all requirements for graduation as stated in the College catalog.
- f. For behavioral-conduct issues affecting CPM students, the entry point for either the SPC or the UCC would be a formal complaint made in writing by another student, faculty member, or staff member to the Academic concerning the involved student. The Dean, then would determine if the issue should be dealt with unilaterally by the Dean him/herself, refer the matter to the SPC or to the UCC. The SPC or the UCC can also request that the issue(s) be referred back to the Dean, or to the other appropriate committee (SPC or UCC) with a rationale as to why this would be a more appropriate venue to address the issue(s). The SPC would incorporate the same structure to conducting the SPC meetings as is already done with the UCC in terms of having University legal counsel representation, the involved student present with or without legal counsel (as is their choice) and the minutes of the meeting recorded (See Student Catalogue).
- g. For those behavioral-conduct issues that either have a significant potential for criminal penalties or if there are jurisdictional disputes among the different colleges, then those behavioral-conduct issues would be referred to the University Conduct Committee (UCC). Examples of these behaviors might include but not be limited to: theft/vandalism of college or university property, theft/vandalism of student, staff or faculty property, illegal use/selling of medication/drugs (see University policies regarding the manufacture, sale or

distribution of controlled substances), physical assault/battery, physical harassment (see University policies regarding sexual harassment). For issues of behavior that span across college lines (e.g. if a CPM student engages in an inappropriate behavior-conduct with other college/student personnel, then this issue would be addressed via the UCC to avoid the potential for a jurisdictional dispute). If the student can bring credible *evidence* (as opposed to a simple accusation) that there is bias within a specific committee member or the committee as a whole, the committee or the member shall recuse themselves from hearing the case. In the situation where the whole committee recues itself, the Dean will determine where is the most appropriate venue for adjudicating the issue(s).

h. Examples of behavior-conduct that would be addressed by the SPC include but are not limited to: cheating on an examination or assisting another student to cheat on an examination, misrepresenting another's course or research work as their own. The use of specifically or non-specifically directed offensive language ("cursing", "swearing"). Persistent inattentiveness, tardiness or absences from classroom instructional periods, laboratory sessions (clinical skills training sessions), small group presentations or clinical rotation experiences in the 3rd and 4th years of instruction or examinations. Failure to adhere to the proper dress code as delineated in the university catalogue or departmental course syllabus as is applicable. The committee reserves the option of determining if other types of behavior-conduct not specifically delineated here that may interfere with a student's successful matriculation within the college.

The Dean will affirm, deny or send back to the committee for further deliberation any recommendations regarding the student.

Appeals Process

A student may appeal (see Student Catalogue) the decision of the Dean of College of Podiatric Medicine to the Provost for Academic Affairs/CAO *only for cause*: demonstrable evidence of bias on the part of the committee and/or the Dean of the College of Podiatric Medicine, evidence of a failure on the part of the committee and/or the Dean to adhere to policy or unintentional or intentional misrepresentation of the facts of the case, or if additional pertinent information is made available to the Dean and/or SPC that could conceivably affect the original SPC recommendations and/or Dean's decision. The decision of the Provost for Academic Affairs/CAO will be final.

5. Ad Hoc Committees

Ad hoc Committees may be appointed at any time by the CPM Dean. These Committees are for specified purposes and will report to the Dean and be dissolved on completion of assignments.

Section V

Academic Policies, Procedures, and Guidelines

A. Guidelines for Conducting Learning Events

1. It is the responsibility of the faculty member to model intellectual integrity and to strive for academic excellence in his/her teaching.
2. The faculty member should make clear to all students the material to be covered on exams and, when appropriate, the emphasis to be placed on facts, integration, analysis, and evaluation.
3. It is a faculty member's responsibility to promote adequate standards of linguistic expression in writing and speech.
4. Faculty members are expected to have on file for each lecture an outline and a list of goals and objectives.
5. The faculty member teaching in a course is responsible to the Course Coordinator of that course in the planning, teaching, grading, and evaluation of the course.

B. Office Hours

1. All faculty members are expected to be reasonably accessible to students for consultation.
2. In cases of difficulty or hardship, special provision should be given to arranging time outside the normal hours of accessibility.

C. The Role of the Block Lead

1. The Block Lead shall perform the following functions:
 - a. Provide to the students at the beginning of the course a syllabus indicating materials to be covered, related assignments, and methods of evaluation. Textbooks that students are required to purchase should be utilized as an integral part of the course; otherwise, they should not be required.
 - b. Introduce the course to the students before the first lecture including explanation of the lecture sequence, rationale of the sequence, introduction of new faculty, role of the coordinator, and examination schedule.
 - c. Monitor the content and proceedings of the course by one or more of the following methods:
 - 1) Maintain close contact with the students.
 - 2) Review students' notes.
 - 3) Attend lectures (highly recommended).
 - d. Meet with the student representative of the Curriculum Committee at least periodically to review the progress of the system and address student concerns.

- e. Keep informed of schedule changes and relay information to the students.
 - f. Introduce to students visiting lecturers and any new faculty member(s) teaching in the course. Remind visiting instructors of time allotments prior to the introduction to the class.
2. The Block Lead shall perform the following functions in the evaluation of the students:
- a. Collect the assessment items from individual instructors.
 - b. Prepare the assessment and an answer sheet.
 - c. Review assessment items to avoid duplication.
 - d. Eliminate or reformat assessment items with incorrect format.
 - e. Proofread assessments content. Whenever possible, have the individual instructors proofread their own content as well.
 - f. Select assessment items based upon instructors' preference, when possible.
 - g. Give final assessment to CPM Office of Academic Affairs for electronic formatting, distribution, and proctoring. Administration and exam proctoring is carried out in accordance with CPM Office of Academic Affairs policies.
 - h. Grade the assessment.
 - i. Coordinate with the course instructors within two days after the assessment is graded to evaluate the assessment.
 - j. If all assessments are complete for the course, the instructors should, at that time, determine all final grades. The Block Lead, or his/her designee in the CPM Office of Academic Affairs, will then report the grade distribution to the Dean of the College of Podiatric Medicine or his/her designee for final review. Once reviewed and approved, the CPM Office of Academic Affairs distribute to the students and submit to the Registrar.
 - k. Provide students opportunities for reviewing their grades and assessment performance for guidance toward improvement.
 - l. Administer remediation assessments or provide or suggest other means of remediation when these are recommended by the Student Performance Committee.
3. The Block Lead will plan the course in the following ways:
- a. Meet with as many instructors in the course as possible immediately after the conclusion of the course.
 - c. Bring recommendations to the Curriculum Committee.
 - d. Meet with the Curriculum Committee for planning and scheduling the course for the following year.

- e. Present the final syllabus to the Curriculum Committee for approval.
- f. Work with the CPM Office of Academic Affairs for distribution of schedule to students and administration of the course.
- g. Make arrangements with the instructors for hours and subjects to be taught.

D. Assessment and Evaluation Policies

1. Assessment should serve the dual purpose of evaluating student learning and improving learning.
2. Assessment administered should be designed for completion within the time allocated. Measures should be taken to assure that an atmosphere conducive to the highest standards of honesty and optimal student performance is maintained during assessment.

3. Each instructor of lecture/laboratory material in a course is allowed a maximum number of items on an assessment not to exceed an average of two items per lecture hour and one item per laboratory hour. It is urged that a minimum of one item from each lecture be included on an assessment.

Within a given course, it is left to the discretion of the instructors and block lead as to how the laboratory points are weighted in relation to his/her total allotment of lecture and laboratory items. The students will be informed by the Block Lead of this weighting at the beginning of the course.

The actual mechanics of setting up and administering laboratory assessments will be worked out between the Block Lead and the person(s) giving the laboratory assessment, with care given to protecting the adequacy of time allowed for the didactic written part of the assessment.

4. A maximum of 150 items, including laboratory items, is allowed for written exam assessments. The total point value of any examination will be determined only by questions actually appearing on the written exam assessment. A minimum of one hour per 50 questions should be allotted for each written exam assessment.
5. There should be a minimum of one assessment in each course. One full day of study time prior to the assessment must be provided unless it immediately follows a weekend. Quizzes may be given at the discretion of the instructor with concurrence of the Block Lead; however, quizzes will NOT count toward the total point value of the course unless predetermined and outlined in the syllabus.
7. Remedial assessments will contain a minimum of one extra item per lecture hour or subject area. The extra items will be held in reserve by for remedial examinations. If the Student Performance Committee recommends that the student take a remediation assessment, the maximum score that the student can achieve on a remediation assessment will be 70%.
9. Students are required to be present for all scheduled assessment and cannot begin an assessment more than 15 minutes after the scheduled time without permission from the Office of Student Affairs. For a student to be considered for an assessment at a time other than the scheduled time, the student must have prior approval by the Office of Student Affairs. Refer to CPM Student Catalog for more details.

- a. If the absence is ruled excused, the student will be permitted to take a makeup assessment and earn up to the maximum allowable credit for that assessment. The nature and time of the assessment will be at the discretion of the Block Lead or the appropriate Assistant/Associate Dean/Vice Dean in coordination with the Office of Academic Affairs.
 - b. If the absence is ruled unexcused, this is grounds for summary failure (a score of zero, fail, or no credit) of that assessment. In the case of an unexcused absence, the student who fails the examination will be referred to the Student Performance Committee for further evaluation.
10. CPM assessments should serve two purposes—a means of evaluating the students, and an incentive to the student to master the material presented. For those reasons, exam security is very important. Faculty members must not permit individual students, or the class as a whole, to have access to assessment items or answers that will actually be on the assessment. It is permissible to make sample items available. However, these should not be the same items that will appear on the assessment.
 11. The Curriculum Committee and the Office of Academic Affairs of the College of Podiatric Medicine must approve requests for variance from these guidelines.

E. Grading Procedures and Credit Hours

1. At the end of a course each Block Lead will submit to the CPM Office of Academic Affairs within ten working days a grade for each student.

For details on grading scales used in the curriculum, please see the CPM Student Catalog under section “Evaluation and Grading”.

2. Course year are rated at one credit hour for each 15 hours of lecture or 30 hours of laboratory and/or practice sessions. One credit hour will be assigned for each 40-hour week of clinical rotations. A cumulative numeric score (GPA) will be calculated and posted to the transcript by the registrar.

For details on cumulative numeric scores, grade reports and grade appeals/changes, please see the CPM Student Catalog under section “Evaluation and Grading”.

F. Standards of Satisfactory Progress

Please refer to the College of Podiatric Medicine Student Catalog for items pertaining to:

1. Unsatisfactory Grade (less than 70% or U)
2. Incomplete Grade (I)
3. Credit Courses (Cr/Ncr)
4. Promotion
5. Probation
6. Remediation
7. Tutorial Assistance Program
8. Dismissal

9. Student Appeal Process

G. Academic Advisement System

At the beginning of each academic year, each faculty member will be assigned an appropriate number of students by the CPM Office of Student Affairs. The role of an academic advisor is to:

1. Provide a bridge for the advisee to understand the College's policies, procedures, and curriculum requirements, including professionalism standards.
2. Communicate to students the times and places where he/she will be available to meet with them.
3. Review grade reports of his/her advisees who are in academic difficulty, or who may have professional misconduct issues, and advise them of their significance and help the student to identify appropriate resources for assistance to improve performance.
4. When possible, if an advisee is asked to meet with the Student Performance Committee (SPC), attempt to meet the advisee prior the SPC meeting and/or attend the SPC meeting with the advisee.
5. Advise his/her students on probation to cease non-scholastic activities.
6. Advise students regarding curriculum and graduation requirements.
7. Exercise great prudence in advising students regarding purely personal matters.

8. Direct students to other sources of advisement and/or tutoring.
9. Assist students by writing letters of reference, as necessary.

H. Student Club Advisement

1. Faculty advisors to student clubs serve as liaison with the Administration.
2. Faculty advisors are to serve as consultants in the development of the organization's programs for each academic year.
3. It is the faculty advisor's responsibility to ensure that the club's leadership submits a written summary of the year's accomplishments, including a financial report to the Vice President of University Student Affairs at the close of each academic year. Failure to comply with these guidelines may result in suspension of the club for one academic year.

I. Faculty Attendance and Absences

1. The faculty member is responsible for attending his/her assigned learning event according to the published schedule.
2. Whenever any change is anticipated in scheduled meeting time or place, the faculty member should provide adequate notice to members of the class.
3. In foreseen absences, the instructor should endeavor to have his/her assigned learning event covered by another faculty member or to make arrangements for the students to be involved in meaningful activities (e. g. independent study) for which his/her presence is not necessary.
4. If a faculty member cannot attend an assigned learning event for any unforeseen reason, the faculty's supervisor and the Course Coordinator should be notified as soon as possible. This affords the Course Coordinator the opportunity to inform the students and to make other arrangements for the learning event to be conducted.
5. Faculty members have an obligation to attend scheduled faculty meetings and elected or appointed committee meetings whenever possible.