



FACULTY HANDBOOK

2016-2017

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INTRODUCTION

The Southwest College of Naturopathic Medicine and Health Sciences (SCNM or the College) Faculty Handbook is prepared by the Office of the chief academic officer to provide essential information to the members of the SCNM faculty. It is not intended to be a complete statement of all faculty and academic policies, and the policies and practices described herein are subject to change at the discretion of SCNM. To the extent any policy contained in this handbook is inconsistent with law, such policy is superseded by law. Please refer to the [Employee Handbook](#) for other employment policies.

Questions regarding the SCNM Faculty Handbook and suggestions for revisions in future editions are welcome and should be forwarded to the Office of the chief academic officer.

GENERAL INFORMATION

COLLEGE COMMUNITY

The eight-acre campus in Tempe, which includes the Academic, Community Commons and SCNM Medical Center/Administration buildings, conveys the excitement and enthusiasm that the staff, faculty, and students bring to naturopathic medical education. SCNM is poised to meet the demand for naturopathic physicians and is a highly respected source of information in the natural health care field. SCNM's faculty, staff, and administrators collaborate to deliver a bold, innovative, and dynamic medical education for naturopathic medical students. Those who spend time on campus know that SCNM's sense of community makes these goals a reality.

Founded principally by naturopathic physicians Michael and Kyle Cronin, SCNM is one of only five recognized schools of naturopathic medicine in the United States.

SCNM MEDICAL CENTER

The SCNM Medical Center is a fragrance-free facility with natural and recycled building materials, full-spectrum lighting, and non-toxic paint. It is designed to support and enhance patient care and student learning through indoor healing spaces and large windows overlooking beautiful desert landscaping.

The SCNM Medical Center (Center) creates a clinical environment unique in any naturopathic clinical setting. Hydrotherapy, a core modality in naturopathic medicine and an important component of the European water spas, comprises nearly thirty percent of the Center with a custom-designed steam area, two saunas (far infrared/radiant), a hydrotherapy/color therapy suite, and a colon hydrotherapy suite. There are also two minor surgery suites with high definition video equipment for recording or transmitting certain procedures for learning purposes (with patient permission). Intravenous therapies, which can be a prominent treatment method in many health situations such as environmental toxin exposure, leaky gut syndrome, and more, are provided in the IV Suite.

In addition to serving patients' health needs, the SCNM Medical Center is the primary site for students' clinical training with six classrooms and 27 exam rooms. Corporate sponsors donated large LCD monitors to each classroom which enhance access to the physicians' ability to use online resources, display a patient's electronic health record (EHR), and closed circuit observation of exam rooms when appropriate. This technology allows students to gain immediate feedback from their attending physician. In addition, state-of-the-art medical equipment in each exam room was donated by Welch-Allyn. Student learning is supported through the Clinical Resource Center which is an offsite location of the main library. This site has a specialized collection that supports the clinical training at SCNM. The collection features naturopathic modalities including acupuncture/oriental, botanical, environmental, physical, and mind-body medicines, nutrition, homeopathy and hydrotherapy resources. The SCNM Library subscribes to medical and naturopathic databases, as well as accessibility to open access and state and local library databases. These include digital medical images, medical sound recordings and language tutorials.

The Laboratory is a CLIA moderate complexity laboratory and accredited by COLA. Students are required to participate in lab posts in which they gain a finer understanding of laboratory diagnostic tests as well as OSHA and CLIA standards. While on lab post, students have the opportunity to collect and prepare samples and perform CLIA-waived testing.

While some laboratory testing is done on site, the SCNM Medical Center laboratory also contracts with Laboratory Corporation of America (LabCorp) and Sonora Quest Laboratories for standard diagnostic tests. The laboratory utilizes 15 additional specialty labs for testing not available at LabCorp or Sonora Quest Laboratories.

The Medicinary, located at the Community Commons building, is Arizona's largest natural medicinary with the largest inventory of homeopathic medicines and botanical tinctures in Arizona. Students are required to participate in a medicinary post in which they mix herbal tinctures, learn inventory management, and provide customer service. The Medicinary serves the patients of in-house physicians, providers across the Greater Phoenix area, and the general public.

The Pain Relief Center (PRC) is one of the newest additions to SCNM's campus. Recognizing that pain is one of the most common reasons that patients seek medical care, SCNM opened the PRC to give patients alternatives and students an unprecedented learning environment to combine traditional and modern therapies. Examples of these therapies include acupuncture and cupping therapy, manipulation, nutrition, physio-therapies, prolotherapy, cryotherapy, as well as conventional treatments. The PRC features 10 exam rooms, two counseling rooms, four open bays, one conference room, a fluoroscopy suite with a C-arm fluoroscope, a cryotherapy unit and an on-site medicinary.

Thanks to a generous contribution from American Medical Solutions (AMS), one of healthcare's premiere Electronic Health Records (EHR) companies, SCNM became the first naturopathic medical school to implement EHR. The utilization of EHR increases medical research opportunities and enhances patient benefits through electronic record keeping and communication among the SCNM Medical Center physicians and other healthcare providers. Additionally, SCNM students become competent in an emerging technology that will soon be the healthcare standard.

As Arizona maintains one of the widest scopes of practice in the United States for naturopathic medicine, the physicians practice general medicine and utilize a wide variety of therapeutics including diet and lifestyle modifications, nutritional supplementation, botanical medicine, homeopathy, counseling, mind-body medicine, oriental medicine, acupuncture, naturopathic manipulative therapies, physical medicine, hydrotherapy, minor surgery, prolotherapy, IV micronutrient therapy, and pharmacotherapy. The SCNM Medical Center offers opportunities for students to work with a diverse group of medical practitioners including naturopathic physicians, chiropractic physicians, an Oriental medical doctor, acupuncturists, neurofeedback/biofeedback specialists, massage therapists, cranial sacral therapists, and colon hydrotherapists.

SCNM is committed to providing students diverse clinical settings to deliver patient care. In addition to clinical clerkships at the SCNM Medical Center, SCNM physicians and students provide care to underserved patient populations at twelve community clinics. These clinics are staffed by faculty members who oversee both the students' education and the patients' care. The community clinics provide students access to a broad range of patient populations and disease conditions not regularly seen at the SCNM Medical Center.

RESEARCH

Research at SCNM serves the students, faculty, public and the profession by evaluating naturopathic treatments and methodologies. This work is often performed in collaboration with other institutions so as to improve integration of naturopathic medicine in the larger health arena. The vision of the research program at SCNM is to become a highly renowned and leading college in state-of-the-art research and innovation related to complementary and alternative medicine (CAM). The current focus of research is to build infrastructure, specialty project developments, and secure research funds. SCNM is committed to biomedical and clinical research in naturopathic medicine and promotes dissemination of technical information and issues impacting health-care, and provides research training to students and encourages faculty involvement.

Members of the research department are actively involved in research and maintain relationships with other area institutions such as the Bio-Design Institute at ASU, T-GEN North, and the University of Arizona. Research at SCNM is guided by two internal institutional groups: The Research Advisory Board (RAB) is responsible for the review of research protocols, taking into account scientific merit, ethical considerations, program relevance, and public responsibility; and the Institutional Review Board (IRB) assures compliance with medical ethics and human subjects' research protection. The IRB will not accept protocols without prior RAB review and approval.

SCNM LIBRARY

The SCNM Library supports the curriculum by enhancing students' learning experiences with resources covering basic medical information to the natural health sciences. With an experienced and professional staff, the library provides a wide array of resources and services to support learning at SCNM.

The library's resources consist of 4600+ volumes. The collection maintains paper as well as e-content resources, such as e-Books and e-Journals. The reference collection consists of 600+ titles located at the main campus, medical center, and extended clinical sites. The SCNM library subscribes to medical and naturopathic databases, as well as accessibility to open access state and local library databases. These include digital medical images, medical sound recordings, and language tutorials. In addition, the library has a rare medical book collection dating back to the early 1800s. The library currently subscribes to 85+ periodicals ranging from a wide variety of medical and scientific topics. In addition to the general collection featuring naturopathic modalities such as acupuncture/oriental, botanical, environmental, physical, and mind-body medicines, nutrition, homeopathy and hydrotherapy resources, the library also maintains a Reserve Collection. With collaboration from faculty and students, the collection is constantly improving and expanding.

The Library is affiliated with multiple professional organizations that include the following:

- American Library Association (ALA)
- Arizona Library Association (AzLA)
- Association of College and Research Libraries (ACRL)
- Central Arizona Biomedical Libraries (CABL)
- Medical Library Association (MLA)
- Medical Library Group of Southern California and Arizona (MLGSCA)
- Online Computer Library Center, Inc. (OCLC)
- Special Library Association (SLA)

These organizations provide the library staff with continuous professional growth and training on new resources, technology, and trends being developed in the library industry.

For more information regarding our resources and policies, please visit <http://libguides.scnm.edu/about>.

A BRIEF HISTORY

SCNM was founded in January 1992, and admitted the first class of students in September 1993.

Key milestones in SCNM's history include:

- Approval to operate in Spring 1993 by the Arizona State Board for Private Postsecondary Education and the Arizona Naturopathic Physicians Board of Medical Examiners. Admission of the first class of medical students, September 1993
- Conferral of candidacy status by the Council on Naturopathic Medical Education (CNME) for accreditation, Fall 1994
- Provisional approval by the U. S. Department of Education to participate in the Title IV federal aid programs, January 1995
- Grand opening of the Southwest Naturopathic Medical Center, March 1995
- Establishment of the Southwest College Research Institute, Summer 1995
- Graduation of the first class of medical students, August 1996
- Reaffirmation of CNME candidacy for accreditation, November 1996
- Move to the new, permanent campus, November 1996

- Reaffirmation of CNME candidacy for accreditation, May 1998
- Reaffirmation of CNME candidacy for accreditation, November 1998
- Accreditation awarded by CNME, November 1999
- Received initial candidacy status by the Higher Learning Commission of the NCA for regional accreditation, December 2001
- Medical Center develops and relocates to a new “environmentally green” clinic, April 2002
- Expansion of the Medical Center completed Fall, 2004
- Extensive renovation of anatomy labs, office space, classroom space and addition of one wet lab in April, 2004
- Initial accreditation awarded by the Higher Learning Commission of the North Central Association (HLC) September 27, 2004
- Reaffirmed accreditation by HLC, December 16, 2009 for eight years
- Accreditation renewed for four years by CNME, March 2005
- Accreditation renewed for four years by CNME, May 2009
- Launch of SCNM’s revised curriculum, Fall 2010
- SCNM joins other Association of Accredited Naturopathic Medical Colleges (AANMC) member schools in launching centralized ND application system Doctor of Naturopathic Medicine Centralized Application Service (NDCAS), September 2010
- New Medical Center Grand Opening – Tempe Campus, October 2010
- Medical Center receives Arizona Department of Health Services Licensing for Outpatient Care, November 2010
- SCNM Enrollment reaches 433 students in 2012

VISION STATEMENT

A world that embraces the healing power of nature

MISSION STATEMENT

SCNM is a school of medicine and health sciences grounded in naturopathic principles. Dedicated to the ideal that everyone deserves high quality health care, we engage students in rigorous innovative academic programs, discover and expand knowledge, and empower individuals and communities to achieve optimal health.

ACADEMIC PHILOSOPHY

SCNM expects the highest quality of instruction in the classroom. Sound educational methodology necessary for student competency and excellence is the responsibility of all faculty members. Course content and learning outcomes are to be consistent with the mission, goals, and program outcomes of the College. This is achieved by mastering skills related to leading and organizing effective learning experiences, presenting systematic and concise lectures, testing, grading and assessment. It involves thorough course preparation, and a fundamental understanding of teaching techniques, tools, learning methods, and a current awareness of the available knowledge, technologies and resources.

SCNM CORE VALUES

The SPIRIT of SCNM enhances the following values:

- Service
- Professionalism
- Integrity
- Respect
- Innovation
- Teamwork

THE PHILOSOPHY AND PRACTICE OF NATUROPATHIC MEDICINE

Naturopathic medicine concentrates on whole-person wellness; the medicine is tailored to the patient and emphasizes prevention and self-care. Naturopathic medicine attempts to find the underlying cause of the patient's condition rather than focusing solely on symptomatic treatment. Naturopathic doctors cooperate with all other branches of medical science, referring patients to other practitioners for diagnosis or treatment when appropriate.

Naturopathic doctors (NDs) are primary care physicians clinically trained in natural therapeutics with a philosophy derived in part from a Hippocratic teaching more than 2,000 years old: *Vis medicatrix naturae*—nature is the healer of all diseases. Their practice is based on the same basic bio-medical science foundation as that of allopathic practice. However, their philosophies and approaches differ considerably from their conventional counterparts.

Naturopathic doctors diagnose disease and treat patients by using natural modalities such as physical manipulation, clinical nutrition, herbal medicine, homeopathy, counseling, acupuncture, and hydrotherapy, among others. They choose treatments based on the individual patient, not based on the generality of symptoms. This approach has proven successful in treating both chronic and acute conditions.

The precepts that guide the practice of naturopathic medicine include the Seven Principles of Naturopathic Medicine, The Therapeutic Order, and The Components of Patient Centered Care.

NATUROPATHIC PRINCIPLES

These seven principles guide the therapeutic methods and modalities of naturopathic medicine.

- First Do No Harm - primum non nocere*
Naturopathic medicine uses therapies that are safe and effective.
- The Healing Power of Nature - vis medicatrix naturae*
The human body possesses the inherent ability to restore health. The physician's role is to facilitate this process with the aid of natural, nontoxic therapies.
- Discover and Treat the Cause, Not Just the Effect - tolle causam*

Physicians seek and treat the underlying cause of a disease. Symptoms are viewed as expressions of the body's natural attempt to heal. The origin of disease is removed or treated so the patient can recover.

d. Treat the Whole Person - tolle totum

The multiple factors in health and disease are considered while treating the whole person. Physicians provide flexible treatment programs to meet individual health care needs.

e. The Physician is a Teacher - docere

The physician's major role is to educate, empower, and motivate patients to take responsibility for their own health. Creating a healthy, cooperative relationship with the patient has a strong therapeutic value.

f. Prevention is the Best "Cure" - praevenire

Naturopathic physicians are preventative medicine specialists. Physicians assess patient risk factors and heredity susceptibility and intervene appropriately to reduce risk and prevent illness. Prevention of disease is best accomplished through education and a lifestyle that supports health.

g. Wellness - salus

Establish or re-establish health and well-being.

DOCTOR OF NATUROPATHIC MEDICINE DEGREE PROGRAM

SCOPE OF PRACTICE

The legal aspects of practicing naturopathic medicine vary by state in the U.S. and by province in Canada. In those states and provinces in which naturopathic doctors (ND) are licensed, NDs may see patients for general health care and for the diagnosis and treatment of acute and chronic conditions. Their scope of practice may include nutritional science; botanical medicine; naturopathic manipulative therapies and other physical medicine; Oriental medicine; homeopathy; mind-body medicine; natural childbirth; minor surgery; prescriptive authority, including immunizations; and all methods of laboratory, x-ray, and clinical diagnoses. The State of Arizona offers the widest scope of practice for naturopathic physicians in the United States.

LICENSURE

At the time of this printing 17 states, the District of Columbia, and the US territories of Puerto Rico, the US Virgin Islands and five Canadian provinces have licensing laws for naturopathic physicians. In these states naturopathic physicians are required to graduate from a four-year, approved naturopathic medical school and pass extensive postdoctoral board examinations in order to receive a license.

The North American Board of Naturopathic Examiners (NABNE) administers and provides the Naturopathic Physicians Licensing Examinations (NPLEX) which are comprised of biomedical science and clinical science examinations that are used in North America to license graduates of approved naturopathic medical schools. Once licensed, NDs must practice within a specific scope of practice defined by their state's law and fulfill state-mandated continuing medical education requirements annually. It is the responsibility of the student/graduate to determine the licensure laws or scope of practice in the state in which he/she intends to practice.

NDs practicing in the State of Arizona enjoy one of the broadest scopes of practice within the United States. The State of Arizona Naturopathic Physicians Medical Board (NPMBD) regulates the practice of naturopathic medicine in the State of Arizona. This includes applications and fees for students planning to enter clinical training and those graduates applying for licensure.

For more information about Arizona licensure, contact:

State of Arizona Naturopathic Physicians Medical Board (AZND)
1400 W. Washington, Suite 300
Phoenix, Arizona 85007
Tel: (602) 542-8242 • Fax: (602) 542-8804 • Email: info@aznd.gov • www.npbomex.az.gov

For more information about licensure in the United States and its territories, contact:

American Association of Naturopathic Physicians (AANP)
818 18th Street, NW, Suite 250
Washington, D.C. 20006
Tel: 202-237-8150 • Toll free: 1-866-538-2267 • Fax: 202-237-8152 • Email: member.services@naturopathic.org
• www.naturopathic.org

Federation of Naturopathic Medicine Regulatory Authorities (FNMRA)
9220 SW Barbur Blvd., Suite 119, #321
Portland, OR 97219
Tel: 503-244-7189 • Email: shannonbraden@fnmra.org • www.fnmra.org

For more information about licensure in Canada, contact:

Canadian Association of Naturopathic Doctors (CAND)
20 Holly St., Ste. 200
Toronto, ON, Canada M4S 3B1
Tel: 416-496-8633 • Toll-free: 1-800-551-4381 • Fax: 416-496-8634 • www.cand.ca

For information about Licensing Examinations for the United States and Canada, contact:

Naturopathic Physicians Licensing Examination Board (NPLEX)
9220 SW Barbur Blvd., Suite 119, #321
Portland, OR 97219
Tel: (503) 250-9141 • Email: christalouise@nabne.org

North American Board of Naturopathic Examiners (NABNE)
9220 SW Barbur Blvd., Suite 119, #321
Portland, OR 97219
Tel: 503-778-7990 • Fax: 503-432-3943 • Email: info@nabne.org • www.nabne.org

ADMINISTRATIVE ORGANIZATION & GOVERNANCE

ORGANIZATIONAL CHART

Please refer to the SCNM [Organization Chart](#).

Faculty Participation in the Selection of the College President and Academic Administrators

Faculty members play a vital role in the appointment of senior academic administrators and the President of the College. Provision will be made for participation on search committees for the appointment of the President and Academic Administrators including but not limited to: chief academic officer, Chief Medical Officer (CMO), Dean(s), Director of Clinical Training and Operations, Division Directors and Department Chairs.

Search Committees for these positions will have significant faculty representation, with at least one faculty member serving on the Search Committee for College President, and at least three faculty representatives on the search committee for any other Academic Administrator. When searching for a Division Director or Department Chair, at least two of the faculty representatives shall be from the relevant department or a very closely related one, while the third one shall be from another department. The search and selection process will include opportunities for the full-time faculty to meet candidate finalists.

COMMITTEES

All full-time faculty members are required to actively participate in at least two College committees. Additional memberships of subcommittees and/or ad hoc committees are encouraged and noted in the annual faculty performance evaluation process.

FACULTY ORGANIZATION & GOVERNANCE

SHARED GOVERNANCE

SCNM subscribes to and embraces the concept of shared governance in the operation of the College. The SCNM model, based on higher education historical precedents and documents, blends the concepts of shared and representative governance. Students, staff, faculty, and the administration are represented, have input, and vote on the majority of committees and task forces and councils, including President's Council. Faculty and students participate as voting members of the College's Board of Trustees. This level of participatory governance, rare in higher education, gives voice to constituencies whose valuable perspectives and experience help the College meet society's changing healthcare needs while adhering to the principles of naturopathic medicine.

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status recommendations, and those aspects of student life that relate to the educational process. For the complete policy, please see [Appendix A: Shared Governance Policy](#).

FACULTY SENATE

All full-time and adjunct faculty members are members of the Faculty Senate, which serves as a means for opinions and viewpoints of the faculty to be determined and then communicated to the administration of the College. It also serves as an agency through which faculty members may participate in the formation of College policy affecting the faculty and its academic, clinical, and research activities.

The subcommittees of the Faculty Senate include: Continuing Medical Education, Curriculum Committee, Faculty Library Committee, Faculty Senate Executive Committee, Institutional Review Board, Peer Review and Promotions Committee.

Each faculty member is required to serve on at least one of these committees. All full-time faculty members are required to participate in at least one other College committee. Additional memberships of subcommittees and/or ad hoc committees are encouraged and noted in the annual faculty performance evaluation process. Definitions, duties and operating codes of each committee can be found in [Appendix B: Faculty Senate By-Laws](#).

The Faculty Senate will meet regularly as determined by the Faculty Senate at a time that is most convenient for the majority of faculty members. Meeting times are set at the beginning of the quarter for the current quarter. Attendance at these meetings is required, unless teaching and/or clinic responsibilities conflict with the meeting time.

FACULTY SENATE BY-LAWS

Please see [Appendix B: Faculty Senate By-Laws](#) last amended on May 14, 2010.

RANK LEVELS FOR APPOINTMENT OR PROMOTION

INSTRUCTOR

- a. Minimum of an earned master's degree or greater appropriate to the field from a regionally accredited college or university and significant clinical or teaching experiences specifically related to academic area(s)

ASSISTANT PROFESSOR

- a. An earned doctorate or equivalent terminal degree appropriate to the field from a regionally accredited college or university
- b. At least three (3) years of experience beyond the doctorate. This may include residency, post-doctoral fellowship, teaching at a college or university, or private clinical practice or past appointment as an assistant professor

- c. Demonstrated commitment to excellence in teaching and/or experience in supervising clinical patient care activities, involvement in college level service activities or involvement as principal investigator or collaborator in clinical or basic science research with publication(s) in recognized and/or refereed literature
- d. Or in the absence of a, b, or c above: Evidence of meeting these qualifications via comparable standards as listed below

ASSOCIATE PROFESSOR

- a. An earned doctoral or equivalent terminal degree appropriate to the field from an accredited college or university
- b. A minimum of five (5) years of full-time service in a college or university in a rank of Assistant Professor or above
- a. Demonstrated commitment to 1) excellence in teaching, 2) institutional service activities with active committee memberships, which may also include professional and/or community service activities; and 3) evidence of scholarly activity such as accomplished skills and experience in unsupervised clinical patient care and/or initial accomplishments in research as principal investigator, co-investigator or collaborator with several publications in recognized and/or refereed literature; publications may include abstracts, case reports, reviews, articles or presentations, chapters in textbooks, or books; may have a history of current and ongoing grant funding activities; may have a history of current and ongoing grant funding activities
- c. Or in the absence of a, b, or c above: Evidence of meeting these qualifications via comparable standards as listed below

PROFESSOR

- b. An earned doctorate or equivalent terminal degree appropriate to the field from an accredited college or university
- c. A minimum of eight (8) years of full-time service in a college or university including at least five (5) years at a rank of Associate Professor or above (an SCNM full-time faculty member must complete the steps as outlined in the Faculty Salary Schedule)
- d. Demonstrated commitment to 1) excellence in teaching, either in a didactic or clinical setting or both, with recognition by peers and students, which may include national recognition as demonstrated by invitations to teach Continuing Medical Education (CME) or specialty courses, 2) leadership in departmental or division service activities by participation in a chair or officer role; evidence may also include officer positions in community and/or professional societies or organizations, and 3) evidence of

scholarly activity such as a high level of clinical competence in a relevant field and/or an excellent reputation within the professional community as an authority in a clinical specialty, or closely related field, and/or substantive scholarly productivity with quality publications in refereed journals; publications may include peer-reviewed journals, abstracts, case reports, reviews, articles, presentations, chapters in textbooks, or books; may have a history of current and ongoing grant funding activities

- e. Or in the absence of a, b, or c above: Evidence of meeting these qualifications via comparable standards as listed below

COMPARABLE STANDARDS

A candidate who does not meet the above standards for a given rank level of promotion or appointment may be promoted or appointed to a rank listed above provided the candidate has appropriate academic credentials, evidence of service history, relevant clinical experience and/or related professional/scholarly activity substantially comparable to the listed standards. The Promotions Committee may determine the comparability of academic or clinical experience or professional achievement or scholarly activity after consultation.

TEACHING AND RESEARCH FELLOWS

Teaching and research fellows are full-time employees and receive full benefits. To be eligible for a teaching and research fellowship, applicants must have successfully completed an approved residency program in good standing.

The search and interview procedure for fellows is the same as for full-time and adjunct faculty.

Under usual circumstances, teaching and research fellows are supported by extramural funds.

APPOINTMENTS & TENURE

ELIGIBILITY FOR FACULTY APPOINTMENT

Individuals holding an ND, DO, DC, or MD degree, or other clinically oriented or health-related, degree can be appointed to teaching positions at Southwest College and are required to be eligible for licensure in the state of Arizona at the time of their appointment. All clinical faculty members are required to be licensed in Arizona at the time of appointment. Loss or revocation of a license must be reported to the Director of Clinical Training and Operations (DCTO) immediately.

Non-physician faculty members are required to produce evidence of their PhD, EdD, DrPH, or other terminal degree along with their curriculum vitae at the time they interview. Biomedical Science courses generally require a

PhD as a minimum requirement for a teaching position. An applicant possessing a Master's Degree or another degree considered to be terminal in conjunction with extensive teaching experience at the post-baccalaureate level in the discipline may be considered for appointment. For teaching and clinical experience required, please refer to the SCNM Faculty Handbook section on [Rank Levels for Appointment or Promotion](#).

SEARCH AND APPOINTMENT PROCEDURES

Available full-time and adjunct faculty positions for naturopathic physicians are advertised within the broader naturopathic community, and positions requiring other professional degrees such as PhD's are advertised more widely. Search and appointment procedures are to be conducted by the Division Directors, Chairs, Dean(s), chief academic officer, CMO and the faculty in their Departments and across Departments where appropriate. Prospective faculty will be interviewed by the Faculty Search Committee and will be expected to present a guest lecture to students and the Search Committee, who then will make their recommendations to the chief academic officer and/or CMO.

OUTSIDE EMPLOYMENT/CONSULTING/PRIVATE PRACTICE & CONFLICT OF INTEREST

For full-time faculty, outside employment must be submitted annually and upon any changes. It must have also had annual approval of the chief academic officer, and must not interfere with the faculty member's ability to meet contracted commitments at the College. Clinical faculty must also have the approval, annually and upon any changes, of the Director of Clinical Training and Operations. If such employment is approved, it must be re-evaluated each year.

DEFINITION OF FULL-TIME FACULTY

A full-time faculty appointment at the College is defined as being accountable for a 40 hour work week, averaged over the academic year. This includes course, and/or clerkship instruction and preparation, service to the college, profession, and/or community, CME, student office hours, and research or other scholarly work (see Appendix C: Full-time Faculty Duties/Responsibilities for additional details).

DEFINITION OF ADJUNCT FACULTY

Adjunct faculty members are temporary employees hired for specific duties such as teaching courses, curriculum planning, etc. Adjunct faculty may teach or serve in other capacities. Adjunct faculty members are not eligible for benefits.

FACULTY SALARY SCHEDULE

SCNM publishes a salary schedule based on faculty rank. The schedule is available through the chief academic officer's office. Refer to the [Employee Handbook](#) and the Office of Human Resources for information on benefits or other policies or services related to employment, including:

- Medical
- Family
- Disability
- Insurance
- Retirement

TENURE

The College does not have a tenure program.

ANNUAL FACULTY REVIEW PROCESS (FRP)

The Annual Faculty Review is an evaluation of faculty performance, a standard practice in higher education designed to provide feedback to faculty in their areas of responsibility. At SCNM the process has four goals: (1) to promote a culture of continuous improvement, fairness, and consistency, (2) to provide a meaningful assessment of faculty productivity, (3) to foster and support faculty development and mentorship, and (4) to recognize outstanding faculty accomplishments.

Faculty performance is reviewed in the three categories of teaching, service, and scholarship. Evaluations occur in accordance with the governing policies and procedures of SCNM and are standardized across all departments. The evaluation process includes both a self-reflective component as well as a summative evaluation process, that when taken together provides a meaningful assessment of faculty productivity and serves to foster and support faculty development. The process also guides faculty in professional advancement through formative discussions with their dean(s) and goal setting for improvement in subsequent years.

The following forms are used in the annual process: 1) Faculty Annual Report Form, 2) Faculty Performance Evaluation, 3) Descriptors for Faculty Performance Evaluation, 4) Fulltime Faculty Duties/Responsibilities, and 5) Professional Development Plan. The forms are found on [MySCNM](#), and the step-by-step process for annual performance evaluation is described below.

STEP 1—FACULTY ANNUAL REPORT

Throughout each academic year, the faculty member gathers evidence of activities completed in the areas of teaching and learning, service, and scholarly activity. Examples include:

- The prior year's annual performance evaluation, if applicable
- Evidence of teaching and learning, such as teaching assignments, course syllabi, and course evaluations
- Evidence of service, such as membership, participation, and/or leadership in institutional, professional, and/or community organizations
- Evidence of scholarly activity, such as grants, papers, presentations, publications, and/or academic accomplishments
- Current Curriculum Vitae

The faculty member then records and reflects on each activity by completing the Faculty Annual Report Form and submitting it to their Department Chair, Division Director, or academic dean, as appropriate, for review.

STEP 2—FACULTY PERFORMANCE EVALUATION

Using the information entered in the Faculty Annual Report Form and the faculty member's knowledge of his/her own performance throughout the academic year, the faculty member completes the Faculty Performance Evaluation form. The faculty member evaluates his/her performance according to criteria in the areas of teaching and learning, service, and scholarly activity. As a reference the faculty member also makes use of the Descriptors for Faculty Performance Evaluation and the Fulltime Faculty Duties/Responsibilities (Please see [Appendix C](#) duties/responsibilities). Once completed, the form is submitted to the Department Chair, Division Director, or academic dean, as appropriate.

After reviewing the information entered by the faculty member in the Faculty Annual Report Form, the dean(s) complete the Faculty Performance Evaluation form. This form will be reviewed with the faculty member in the faculty member/supervisor meeting in step 4.

STEP 3—FACULTY PROFESSIONAL DEVELOPMENT PLAN

In this step each faculty member completes a Professional Development Plan that “employs a predictive activity plan for the succeeding year and subsequent evaluation of stated goals” (HLC Report of a Comprehensive Evaluation Visit, 2009). This form requires the identification of professional development outcomes for the upcoming academic year in the areas of teaching and learning, service, and/or scholarly activity, and a plan of related professional activities to assist the faculty member in achieving his/her professional development outcomes. It also includes a review of the progress made on the previous year's outcomes. The Plan is then submitted to the Department Chair, Division Director, or academic dean, as appropriate, for review.

STEP 4—FACULTY & DEAN(S) MEETINGS

A meeting is scheduled for each faculty member and the Department Chair, Division Director, or academic dean, as appropriate, to discuss annual performance and professional development. The discussion includes specific attention to the forms completed by the faculty member and dean(s) in the previous steps, as well as other pertinent information. The faculty member and Department Chair, Division Director, or academic dean, as appropriate, will then complete a composite review using the Faculty Performance Evaluation form. The composite form will be returned to the faculty member for comment and signature. The faculty professional development plan for the coming year will also be discussed. Any faculty performance review area rated as unsatisfactory should become an area for professional development. This plan will also be returned to the faculty member for comment and signature.

STEP 5—COMMENTS & SIGNATURES

The faculty member has a final chance to review the composite Faculty Performance Evaluation and the Faculty Professional Development Plan, make comments, and sign before returning the forms to the Department Chair, Division Director, or academic dean, as appropriate, for signature. Both the faculty member and supervisor sign the form, and the faculty member implements the professional development plan accordingly. Signatures indicate that the faculty member has been provided an opportunity to reply to the evaluation and the plan, and that both the faculty member and supervisor have reviewed the forms. All forms become permanent record of the College.

PROFESSIONALISM

ACADEMIC FREEDOM

The College supports academic freedom to encourage the acquisition and transmission of knowledge, cultivation of creative and critical thinking and analysis, and expression of ideas and emotions. Faculty members are encouraged to present not only a variety of perspectives but they may also point out views supported by their experiences, education and research relative to the discipline they are teaching. Students are encouraged to analyze, question, challenge and respond. Faculty members and students are free to examine all pertinent data, to question and to be guided by the evidence. Alternative and opposing points of view are to be respectful/respected and used to synthesize new approaches.

In an academic and medical environment, as in society, freedom of speech and expression cannot be absolute. Speech or expression that is libelous, slanderous, unprofessional, incendiary in nature or unlawfully harassing or directed at persons with clear intent to cause injury is not protected by academic freedom and is subject to disciplinary action.

FACULTY CODE OF CONDUCT *

*Policy used with permission and adapted from Arizona State University, Provost's Office, 2/7/2012

These ethical principles and examples of unacceptable behavior are organized around the individual faculty member's relation to teaching and students, scholarship, professional responsibilities, the College, medical center, patients, colleagues, and community. Violations of the code will be addressed to maintain ethical standards.

RESPONSIBILITIES TO TEACHING AND STUDENTS

Ethical Standards

1. To encourage the free pursuit of learning in students
2. To hold before students the best scholarly standards of the disciplines
3. To demonstrate respect for students as individuals, and to adhere to one's proper role as intellectual guide and counselor
4. To make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merits

5. To avoid any exploitation of students for private advantage and acknowledge significant assistance from them
6. To protect student academic freedom

Types of Unacceptable Conduct

1. Arbitrary denial of access to instruction and/or instructional materials
2. Significant intrusion of material unrelated to the course
3. Significant evidence of a pattern of failing to adhere, without legitimate reason, to the rules of the faculty in conducting courses, meeting class, keeping office hours, holding examinations as scheduled, posting grades in a timely manner, and/or responding to communications such as emails, phone calls, etc.
4. Evaluation of student work by criteria not directly reflective of course performance
5. Undue and unexcused delay in evaluating student work
6. Discrimination against a student on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, Vietnam era veteran status, recently separated veteran status, other protected veteran status, or for other arbitrary or personal reasons
7. Use of the position of power to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons
8. Participating in or deliberately abetting disruption, interference, or intimidation in the classroom
9. Harassment or any behavior that may be perceived as hostile
10. Breach of the privacy rights of students
11. Unauthorized or inappropriate use of self-authored instructional materials

RESPONSIBILITIES TO RESEARCH, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES

Ethical Standards

1. To recognize the special responsibility for the advancement of knowledge
2. To seek the truth and to state the truth as one sees it
3. To improve scholarly competence
4. To exercise critical self-discipline and judgment in using, extending, and transmitting knowledge
5. To practice intellectual honesty
6. To prevent intrusion of subsidiary interests in the freedom of inquiry

Types of Unacceptable Conduct

1. Violation of canons of intellectual honesty, such as misappropriation of the writings, research, and findings of others
2. Engaging in activities where conflict of interest may influence the evaluation of, funding for, or general promotion of research proposals or research results
3. Harassment or any behavior that may be perceived as hostile

RESPONSIBILITIES TO THE COLLEGE

Ethical Standards

1. To be effective in teaching, research, scholarship and/or creative activities, and service
2. To adhere to college policies and regulations
3. To respond to staff and other work colleagues' request for information including but not limited to answering emails, voice mails, etc.
4. To monitor the amount and character of any work outside the college, with due regard to responsibilities within it
5. To give due notice to the college of pending interruption or termination of service
6. To alert appropriate college offices about alarming or threatening behavior of colleagues and students

Types of Unacceptable Conduct

1. Intentional disruption of college-sponsored or -authorized functions or activities
2. Incitement of others to disobey college rules
3. Unauthorized use of college resources or facilities
4. Forcible detention, physical abuse or threat thereof, harassment, or intimidation of any other member of the college community
5. Harassment or any behavior that may be perceived as hostile

RESPONSIBILITIES TO COLLEAGUES

Ethical Standards

1. To respect and defend free inquiry by associates, where in compliance with college regulations
2. To show professional courtesy and respect for others in exchange of criticism
3. To strive to be objective during the professional judgment of colleagues
4. To accept a fair share of the responsibilities for the governance of the college
5. To actively assist in the professional development of colleagues

Types of Unacceptable Conduct

1. Evaluating the professional competence of faculty members by criteria not reflective of professional performance
2. Discriminating against faculty on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, Vietnam era status, recently separated veteran status, other protected veteran status, or for other arbitrary or personal reasons
3. Breaching established rules governing confidentiality in personnel procedures
4. Interfering with the academic freedom of faculty members operating within academic unit or college policy
5. Knowingly violating any academic unit or college policy
6. Using the creative achievements of colleagues without appropriate consultation and credit
7. Harassment or any behavior that may be perceived as hostile

RESPONSIBILITIES TO THE COMMUNITY

Ethical Standards

1. To strive to conduct oneself as a responsible, productive member of the community, aware of and sensitive to the responsibilities and obligations placed on all citizens by a free society
2. To make it clear in public statements that one's personal opinions are one's own and not those of the college
3. To conduct one's public and private lives so as to avoid bringing dishonor to oneself and the college

Types of Unacceptable Conduct

1. Deliberately misrepresenting personal views as an official position of the college or its agencies
2. Using the college's name or logo to create the impression of college sanction for private activity
3. Committing a felony or other serious act that demonstrates unfitness to continue as a member of the faculty
4. Harassment or any behavior that may be perceived as hostile

RESPONSIBILITIES TO PATIENTS

Ethical Standards

1. To encourage the free pursuit of healthcare for patients, while developing learning in students
2. To hold patient care before the students, while providing the best scholarly standards available for the disciplines
3. To demonstrate respect for patients as individuals, and to adhere to Faculty's proper role as healthcare guide and counselor
4. To make every reasonable effort to foster honest, appropriate conduct and to assure that evaluation of patient care reflects true merit
5. To avoid any exploitation of patients for private advantage and acknowledge significant assistance from them
6. To adhere to college policies and regulations
7. To alert appropriate Medical Center offices about alarming or threatening behavior of negative outcomes, colleagues, students, or patients
8. To respect and defend free inquiry by associates, where in compliance with governing regulations
9. To show professional courtesy and respect for others in exchange of criticism
10. To strive to be objective during the professional judgment of colleagues towards patient care
11. To strive to conduct oneself as a responsible, productive member of the community, aware of and sensitive to the responsibilities and obligations placed on all citizens by a free society

Types of Unacceptable Conduct

1. Arbitrary denial of patient access to Medical Center for treatment
2. Significant intrusion of material unrelated to the patient's care, or treatment plan
3. Undue, or unexcused delay in providing patient care
4. Discrimination against a patient on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, Vietnam era veteran status, recently separated veteran status, other protected veteran status, or for other arbitrary or personal reasons
5. Use of the position of power to coerce the judgment or conscience of a patient or to cause harm to a patient for arbitrary or personal reasons
6. Participating in or deliberately abetting disruption, interference, or intimidation in the Medical Center
7. Harassment, or any behavior that may be perceived as hostile

8. Breach of the privacy rights of patients
9. Disruption of patient care functions or activities
10. Forcible detention, physical abuse or threat thereof, harassment, or intimidation of any other member of the college community
11. Breach of established rules governing confidentiality in personnel procedures

ACADEMIC POLICIES

APPROVED COURSE SYLLABI

Faculty members are responsible for developing and submitting a syllabus for each course/lab/clerkship taught to dean(s) prior to the start date of the new quarter, as determined by the Academic Coordinator. All syllabi must have approval signatures from the appropriate Department Chair, Division Director, or academic dean before being copied and distributed to students. The syllabus approval process and syllabus template are provided in the Faculty Tab on [MySCNM](#). Faculty members are required to format their syllabus according to the template provided, including additional materials such as “Naturopathic Principles Integrated into this Course,” and “Methods Utilized to Integrate Naturopathic Principles into this Course.” All syllabi and supporting course materials must be posted on MySCNM, the official course management system. All assigned class projects, which require students to obtain special materials (clinical supplies, etc.), must be noted on the syllabus.

COPYRIGHT POLICY & INTELLECTUAL PROPERTY

Faculty members may submit their own publications for use as required class material. Material written by the faculty member that is not copyrighted and has been prepared as a normal part of class preparation cannot be sold to the students, but can be submitted for class notes and handouts on [MySCNM](#). All material must have references attached so as to respect copyright laws. See the Library Director for current copyright information.

Nothing shall prohibit SCNM from using employee-authored educational materials for educational and administrative purposes, including, for example, classroom/lab/clinic instruction, and satisfying requests of accreditation agencies for faculty-authored syllabi, assessments and course descriptions. Such usage shall extend beyond the author’s employment with the SCNM. Additionally, in the event that a faculty member assigned to teach a course becomes unavailable to teach that course, SCNM shall be permitted to use any and all Educational Materials. Unless otherwise stated in writing, SCNM grants to employees, both during and after their employment with SCNM, a royalty free, non-exclusive, world-wide license in perpetuity to reproduce, prepare derivative works, distribute copies, perform, or display works prepared by employees within the scope of their employment with SCNM and published by or created for use at SCNM, including, but not limited to, textbooks, electronic media, syllabi, test, assignments, monographs, papers, models, compositions, works of art, images and manuscripts.

For other current academic policies, refer to the [SCNM Course Catalog](#).

STUDENT AFFAIRS POLICIES

For current student affairs policies, refer to the [SCNM Student Handbook](#).

CLINICAL POLICIES

For current student clinical policies, refer to the [SCNM Student Clinical Handbook](#).

EMPLOYMENT POLICIES

DIVERSITY

The diverse community of scholars, students, employees and trustees plays a vital role in helping SCNM fulfill its mission and vision. Hence, the student body and workforce continue to evolve as SCNM seeks to reflect the local and national populations served by SCNM.

SCNM views diversity in the broadest sense including race, ethnicity, gender, social-economic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, thinking styles and life experiences. SCNM values and aims to achieve broad diversity in its students, faculty, staff, administrators, board of trustees, vendors and patients.

SCNM is committed to these ideals and will strive to create and foster a supportive environment that promotes inclusion, respect, community, and an appreciation for valuing differences. This culture will enable SCNM to create learning and work environments where all are free to fully contribute and reach their maximum potential.

Please see [Appendix D: Diversity and Inclusion Policy](#).

SCNM NON-DISCRIMINATION POLICY STATEMENT

SCNM, as an educational institution and as an employer, values equality of opportunity, human dignity, and diversity. Accordingly, the College prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. This is a commitment made by SCNM and is in accordance with federal, state, and/or local laws and regulations.

Americans with Disabilities Act

SCNM is committed to complying with all applicable provisions of the Americans with Disabilities Act (“ADA”). It is the College’s policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual’s disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the College will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has

made the College aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the College.

Employees with disabilities who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Chief Human Resources Officer (CHRO). The College encourages individuals with disabilities to come forward and request reasonable accommodation.

For more details, please refer to the [Employee Handbook](#).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

This federal law provides that eligible students have access to their educational records for inspection and review; further, this law protects the rights of a student to privacy by limiting access by others to education records without express written consent of the student.

SCNM may release information from an education record without the consent of the student to officials of another college or university where the student seeks or intends to enroll, as permitted by FERPA SS99.31 (a) (2).

SCNM may release information from an education record without the consent of the student to another educational institution in which the student is enrolled. For example, SCNM may release academic records for a “dual enrollment” without prior written consent of the student (FERPA SS99.34 (b)).

SCNM may disclose information from an education record without the consent of the student if the information is necessary to protect the health or safety of the student or other individuals (FERPA SS99.36).

Students have the right to review and inspect their education records, including their application, except for confidential recommendations. Photo identification must be presented before access to education records will be permitted. An appointment must be made with the Registrar’s Office to access an education record.

Public posting of grades by the student's name, institutional student identification number, or social security number, or sending grades to students via email, text, etc., is a violation of FERPA and prohibited at SCNM. Releasing information such as attendance, class schedule, grades, or GPA or discussing the progress of any student with anyone other than the student (including a parent), without the consent of the student or verification that the student is a dependent of the parent, is not permitted and is a FERPA violation.

DIRECTORY INFORMATION

SCNM may release information that has been defined under the Directory Information provision of FERPA. SCNM defines directory information as name, address, photo, phone number, e-mail address, dates of attendance, program of study, degree conferral date, enrollment status, grade level, and degree/awards earned. Forms are available at both the Registrar’s Office and the Welcome & Enrollment Center for a student to request that SCNM withhold all directory information.

PROPER DISCLOSURE

Student information of a private, personal, or confidential nature that is provided to SCNM faculty and staff will not be disclosed improperly. Faculty members are expected to provide accurate evaluations of students. For the purposes of monitoring and recording student progress, evaluations include the strengths and weaknesses of academic, clinical, communication, and professional skills. The evaluations also include observations and opinions regarding academic effort and professional conduct. Although not required, faculty and staff may provide judgments of a student's abilities and character to others in appropriate circumstances in accordance with the SCNM policy on student records.

All faculty and staff work with confidential information, which must remain limited to those who have a legitimate reason to know in order to perform the work assigned by the College. This includes discussion of student progress/grades, posting of student grades with any identifying number (e.g., social security number or phone number), discussion of student's files, or any other confidential information of which the faculty member has access. Any violation of this policy will result in disciplinary action.

FACULTY/STAFF-STUDENT RELATIONSHIPS

Faculty, staff, and students are encouraged to develop professional relationships to promote community-wide communication and a positive academic environment. However, intimate relationships between faculty/staff and students, with or without sexual relationships are not appropriate and will not be tolerated. Violations of this policy are subject to disciplinary action and/or separation from employment.

HARASSMENT PROHIBITION – SEXUAL AND OTHER

SCNM has a strict policy against sexual harassment or harassment based on any legally protected basis. Conduct constituting sexual harassment, as defined herein, toward another person of the same or opposite sex is prohibited by this policy. The College explicitly prohibits harassment of any kind. It is a violation of policy for any employee to engage in any act or behavior constituting harassment toward any employee, student, vendor, customer, consultant, or any other individual or group of individuals with whom the institution interacts or does business.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's standing; or,
- b. Submission to or rejections of such conduct by an individual is used as the basis of employment or school decisions affecting such individual; or,
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or school performance or creating an intimidating, hostile, or offensive working or school environment.

Sexual harassment takes many forms; examples of conduct which might be considered sexual harassment under this policy include but are not limited to:

- Sexual exploitation of a relationship between individuals of unequal power and authority;
- Sexual exploitation of a relationship between peers and students that could affect the workplace or educational environment;
- Repeated and unwanted requests for dates, sexual flirtations, or propositions of a sexual nature;
- Subtle pressure for a sexual relationship;
- Sexist remarks about a person's clothing, body or sexual activities;
- Unnecessary touching, patting, hugging, or brushing against a person's body;
- Direct or implied threats that submission to sexual advances will affect or be a condition of employment, work status, or academic standing;
- Physical assault;
- Conduct of a sexual nature that causes humiliation or discomfort, such as use of inappropriate terms of address;
- Sexually explicit or sexist comments, questions, jokes; in writing or on t-shirts;
- Conduct of a sexual nature that creates a hostile work or educational environment.

DEFINITION OF OTHER HARASSMENT

Harassment based on race, color, age, sex, religion, national origin, citizenship, marital status, physical or mental disability is a violation of federal and state law. In addition, SCNM's policy recognizes sexual orientation as a protected group. Harassment is defined to include verbal or physical conduct that creates an intimidating, hostile, or offensive work or school environment or that unreasonably interferes with an individual's work or school performance. Examples of conduct that may constitute harassment based on a legally protected class include, but are not limited to:

- The use of slurs based toward any protected group.
- Epithets or negative stereotyping.
- The use of socially unacceptable words at the workplace, even between employees or students of the same protected basis.
- Written materials that show hostility towards any legally protected basis.

DISCIPLINE/CONSEQUENCES

Any employee who permits, does not report, or engages in sexual or other prohibited harassment will be subject to disciplinary action including termination of employment.

Any person who is a victim of or knows someone who is the victim of such harassment behavior must immediately contact the appropriate supervisor, the Dean of Students or the CHRO.

Upon notice, the CHRO or Dean of Students will promptly investigate each complaint of harassment as thoroughly and as confidentially as possible, and take appropriate corrective action on all confirmed violations of this policy.

The CHRO or Dean of Students will put his/her findings in writing and forward a copy to the Executive Vice President at the end of the investigation. The findings of the complaint and the action to be taken will be reported to the complainant and the alleged harasser as expeditiously as possible. Results may be indeterminate. If so, the matter will be recorded as unresolved and record of the investigation will be maintained in a separate file apart from any personnel or student file. If an individual is found to have engaged in sexual or other harassment, he/she is subject to all disciplinary action for violation of this policy up to and including suspension and/or dismissal as is consistent with existing policies and procedures. This policy explicitly prohibits retaliation against an individual who in good faith makes a formal complaint of sexual or other harassment. SCNM will not allow any reprisal in any form against any complaining party or corroborating witness. By the same token, irresponsible and frivolous complaints or accusations will not be tolerated.

Please refer to the [Employee Handbook](#) and [SCNM Student Handbook](#) for further details.

DRUG-FREE WORKPLACE, SCHOOLS AND COMMUNITIES POLICY

SCNM is committed to providing a safe, healthy, and productive work/school environment. SCNM recognizes that employees and students involved in clinical rotations, whose expected performance may be impaired by alcohol or drugs, pose a risk to the safe and efficient operation of SCNM and to their patrons. Accordingly, SCNM and all affiliated patient care sites shall establish and implement a Drug-Free Workplace and Testing Policy ("Policy"), as required and/or permitted, consistent with federal and state law. Please refer to the [Employee Handbook](#) for complete information.

SEPARATION FROM EMPLOYMENT

The employment relationship may be terminated in accordance with the terms of the faculty contract. In the event of voluntary resignation or retirement, the faculty member should submit a letter of resignation giving the minimum notice specified in the contract to the faculty member's supervisor or department chair. In the instance a resignation is tendered verbally, the faculty member's supervisor or department chair must acknowledge in writing, a receipt of the verbal resignation and its terms with a copy to the faculty member. All resignations whether verbally or in writing must be acknowledged by the faculty member's supervisor or department chair.

Advance Notice

Faculty members who resign or retire are expected to give as much advance notice to the College as possible, with a minimum notice of two weeks. The resignation shall be final unless both the supervisor and the faculty member agree that the resignation may be withdrawn prior to the date of resignation or retirement.

Payment of Wages

Faculty who terminate will be paid all wages due no later than the regular payday for the pay period during which the termination occurred. If requested by the faculty, such wages will be paid by mail and sent to the address provided or the address on file.

College Property

Faculty who terminate their employment for any reason must return all College property, including but not limited

to: identification cards, computers/laptops, credit cards, cameras, cell phones, keys, tools, or equipment no later than the final day of employment.

The Chief Human Resources Officer shall meet with faculty before the end of their employment to provide material on COBRA benefits, to review pertinent HR information, and to complete an exit interview. The option to continue benefits is outlined in the Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985. See Human Resources for more information about COBRA insurance.

The department chair or designee shall complete a Termination Notice Form, which is available in Human Resources. Both the resigning faculty member and the faculty member's supervisor or department chair must sign the form to ensure all College property and other materials signed out to the faculty member have been returned.

Faculty members who leave employment at Southwest College may arrange for forwarding of mail with the Office of Human Resources. Mail may be forwarded for a maximum of one month after termination of employment.

GRIEVANCE PROCEDURE

Please refer to the grievance procedure in the SCNM [Employee Handbook](#).

CONTINUING EDUCATION

The College allots a specific budget each year for continuing education. All licensed faculty are required to complete sufficient continuing education annually as required by the specific licensing body. College faculty members teaching in specialized areas are required to pursue continuing education in their area of specialization annually as a part of their commitment to the College.

TRAVEL EXPENSES

FULL-TIME FACULTY

Full-time faculty must submit a SCNM Expense Report Form to their designated supervisor for reimbursement of travel expenses. Reimbursement will be provided for expenses incurred when attending professional development events and/or events attended at the request of the College. Expenses will be reimbursed for airfare, hotel, taxi, car rental and meals. The total annual amount reimbursed to each faculty member for CME/professional development will be capped at the amount allocated to their professional development funds. Faculty will be reimbursed only for travel expenses associated with the performance of their job duties.

The SCNM Expense Reports Form must be completed by Faculty. Receipts (original when available) must be taped to white paper in date order and the white paper(s) must accompany the report. The report must be completed in its entirety and signed by Faculty's supervisor. The report must be submitted within 10 business days after the travel occurred.

Faculty who travel by air will receive reimbursement only for the lowest airfare available. Use of Faculty private vehicles for business purposes will be reimbursed at the Internal Revenue Service stipulated rate per mile and must be approved by a supervisor and documented in advance. The documentation must be attached to the report. Faculty members are responsible for maintaining mileage logs and required insurance coverage for the private vehicle.

ADJUNCT FACULTY

Travel expenses are not reimbursed to adjunct faculty.

SABBATICALS

There is no provision for sabbatical leave from the College.

ACADEMIC SERVICES

BUSINESS HOURS

Regular business hours for the College are Monday through Friday, 8:00 a.m. -5:00 p.m. The College is open Monday through Friday from 7:00 a.m. - 10:00 p.m., and on Saturday 7:30 a.m. - 5:00 p.m. The SCNM Medical Center is open Monday through Thursday from 8:30 a.m. - 8:30 p.m., on Friday from 8:30 a.m. - 5:30 p.m. and on Saturday 8:00 a.m. - 12:00 p.m.

COPY CENTER

The Copy Center has copiers for use by administration, faculty, and student government. Faculty should use the Copy Center for duplication of all tests, notes, quizzes, and other class materials. Copy requests may be e-mailed to copycenter@scnm.edu or paper forms are located on the counter outside the Copy Center. Please allow a minimum of at least one business day for requests to be filled. There are additional copy/fax machines around the campus for use by faculty and administrative personnel; these machines are not to be used to copy course materials. Each faculty member's employee ID, provided by IT, provides access to the machines, and equipment is provided for College use only. Please visit the IT helpdesk or call 480-222-9329.

TESTS/QUIZZES

The Copy Center will copy the tests/quizzes. Upon completion of copying, the test/quiz package along with the cover sheet will be immediately locked in a file cabinet located in the Copy Center. The Copy Center will release

the test/quiz only to the faculty member who submitted the job unless prior arrangements have been made in writing.

COMPUTER FACILITIES

SCNM has numerous state-of-the-art computer workstations with standard business applications, and high-speed access to the Internet available during normal operating hours. In addition a designated Adjunct Faculty workstation is available on a first come, first served basis. Adjunct faculty must provide their own computing hardware and software, or make arrangements to use SCNM's computers during normal operating hours.

SCNM provides full-time faculty dedicated computers, laptops, and tablets as necessary to fulfill their work responsibilities. Faculty members who receive an SCNM provided laptop/tablet are personally responsible for loss or damage and should report such loss or damage to their supervisor and the IT department as soon as possible. Faculty members may not install personal software on SCNM-owned computers without prior approval of the Chief Information Officer (CIO).

All SCNM classrooms are equipped with Windows based PCs and AV projection equipment. A VGA port is provided for laptop, Macintosh, or tablet users. Adapter cables are the responsibility of the user.

For questions regarding computing guidelines please refer to the IT Acceptable Use Policy located on MySCNM or contact it@scnm.edu or call 480-222-9329.

APPENDIX A: SHARED GOVERNANCE POLICY

Excerpted from the Governance Policy as published on MySCNM.

This level of participatory governance, rare in higher education, gives voice to constituencies whose valuable perspectives and experience help the College meet society's changing healthcare needs while adhering to the principles of naturopathic medicine. However, it also introduces a degree of role ambiguity and slows the decision-making process. The following section will examine the roles of SCNM's internal constituencies and external stakeholders, delineating their respective authority and responsibility in communication, consultation and in determination.

Internal Constituencies

A. Board of Trustees

The Board of Trustees bears the ultimate responsibility for ensuring that the College fulfills its mission, stewards its resources (financial, human and physical), and complies with accreditation and other regulatory requirements. As stated in the AAUP Statement, the board also is the "final institutional authority", the body that selects the president, approves the budget, adopts new or eliminates existing programs, chooses an independent audit firm, and determines the strategic and financial wisdom of new construction, the acquisition of land or other forms of campus expansion, and confers degrees. The board, comprised mostly of independent trustees, is an interface

between the institution and the public, blending fresh perspectives on current and future trends to best position the College.

The Board has the primary responsibility to select, evaluate and set compensation for the College's President/CEO. The Board's fiduciary duty includes the selection of an independent audit firm and authorizing the audit and IRS Form 990 submissions. Only the Board can authorize the acquisition of real property. The Board has the responsibility to regularly evaluate its own performance using reliable and standardized instruments. The Board monitors that Ends Policies (SCNM deliverables) are achieved, without being prescriptive on how to achieve them.

As recommended by the AAUP, the SCNM Board of Trustees, "Entrusts the conduct of administration to the administrative officers – the president and the deans and the conduct of teaching and research to the faculty."

B. Administration

According to the AAUP, "The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration ... The president has a special obligation to innovate and initiate."

The Board of Trustees confers the authority of running the institution directly to the President/CEO. According to its Policy Governance Manual, all communication between the Board and the College flows through the President/CEO. This doesn't preclude discussions with other individuals or groups; it does however require that those encounters are coordinated through the President/CEO.

The president represents the College and serves as its chief spokesperson. Much of the College's success depends on a talented and dedicated Administration; one that includes Vice Presidents and Chief Officers, with management expertise in higher education, business affairs, information technology, and human resources.

The administration has the primary responsibility to maintain existing resources including human resources and the campus and its infrastructure. It also creates new resources through fundraising and developing new programs. The administration organizes and leads strategic planning SCNM Policy on Shared Governance and develops the ensuing budget in consultation with the faculty and staff. The administration approves faculty appointments, reappointments and changes in rank, as well as selection of academic deans and the chief academic officer with consultation from the faculty.

C. Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process. The faculty sets the requirements for degrees and determines whether the requirements have been met, thereby authorizing the president and board to grant the degree. Faculty play a critical role in shaping the future of SCNM by participating via representation on President's Council, Executive Council, standing committees and task forces on strategic planning, policy initiation and review, salary increases, and the development of new programs.

The faculty has the primary responsibility to develop and deliver the curriculum. Accordingly, the faculty innovates and establishes pedagogical standards for classroom, laboratory and clinical education. The faculty makes recommendations on status (appointments, rank) to the administration for approval.

D. Students

Students represent the future of a health profession, especially so in emerging and rapidly growing fields like naturopathic medicine. The student body also possesses tremendous energy, passion, and dedication for their studies, for the treatment of patients and for the future of their discipline. However, students' high course-load and focus on their studies does constrain their perspective. Southwest College of Naturopathic Medicine & Health Sciences recognizes the value of the student perspective and understands its limitations, according student participation as representatives in the governance process.

Students have a voice and a vote, typically one, across the College's governance structure. These include membership on the Board of Trustees, President's Council, and many committees and task forces. Students who serve on these bodies bring an important perspective and experience; they serve on behalf of the entire school and not merely as representatives of a specific constituency.

E. Staff

Individual staff members serve on many College committees and President's Council, because of their specific responsibilities. In addition the Staff Senate President sits on President's Council, the College's highest communication and policy ratification body. Staff members are invited to participate on search committees, strategic planning activities and task forces.

VI. RESPONSIBILITY FOR IMPLEMENTATION

Office of the President

APPENDIX B: FACULTY SENATE BY-LAWS

Article I. Name:

- A. This body shall be known as the Faculty Senate of the Southwest College of Naturopathic Medicine and Health Sciences, hereafter referred to as the Faculty Senate.

Article II. Purpose of the Faculty Senate:

- A. The Faculty Senate shall serve as a means by which opinions and viewpoints of the faculty may be determined and communicated to the administration of the College; it shall serve as an agency through which Faculty may participate in the formation of basic College policy affecting the faculty and its academic, clinical, and research activities.

Article III. Membership:

- A. All full-time and part-time members of the Faculty (basic science, clinical science, and other teaching and research faculty) holding academic appointments at the Southwest College of Naturopathic Medicine and Health Sciences (SCNM) shall be voting members of the Faculty Senate. The Library Director and professional librarian staff members are considered members of the Faculty Senate.
- B. Other members of the academic community of Southwest College of Naturopathic Medicine and Health Sciences may be granted a one-year voting membership in the Faculty Senate by a simple majority vote of the Faculty Senate.
- C. Other members of the academic community of Southwest College of Naturopathic Medicine and Health Sciences may be invited to participate in Faculty Senate meetings as a non-voting member.

Article IV. Quorum and Voting Majority:

- A. A quorum shall consist of 10 members of the Faculty Senate.
- B. A simple majority vote of those members present at a meeting will be required to enact business or to elect officers.

Article V. Officers:

- A. President: The Faculty Senate shall elect by a simple majority a president of the Faculty Senate.
- B. Secretary: The Faculty Senate shall elect by a simple majority a secretary of the Faculty Senate.
- C. Vice President: The Faculty shall elect by a simple majority a vice president of the Faculty Senate.
- D. Counselor: The Faculty Senate shall elect by a simple majority a Counselor of the Faculty Senate.
- E. The term of office for all officers shall be one year.
- F. The Faculty Senate shall elect by a simple majority a representative to the Board of Trustees, and that person may serve consecutively in the position not more than two one-year terms.
- G. The Faculty Senate shall elect by a simple majority a representative to the AANP House of Delegates.

Article VI. Duties of Officers:

- A. President:
 - 1. Serves as the president for Faculty Senate meetings.

2. Prepares an agenda for each Faculty Senate meeting and distributes the agenda to all members of the Faculty Senate no less than 3 (three) working days prior to the scheduled meeting.
 3. Serves as ex-officio member of all Faculty Senate committees.
 4. Serves on the Executive Committee of the Faculty Senate in the capacity as its president.
 5. Serves as a member of the President's Council.
 6. Serves as the Faculty representative to Executive Council.
- B. Secretary:
1. Prepares and distributes minutes of all meeting of the Faculty Senate.
 2. Drafts letters, memos, and other written communications as directed by the Faculty Senate.
 3. Maintains files of minutes, communications, rules, policies, procedures, and other business affairs of the Faculty Senate.
 4. Serves on the Executive Committee of the Faculty Senate.
- C. Vice President:
1. Performs all of the duties of the president in the absence of the president.
 2. Serves on the Executive Committee of the Faculty Senate.
- D. Counselor:
1. Serves as an advisor on the Executive Committee of the Faculty Senate.

Article VII. Meetings:

- A. The Faculty Senate will meet at least once per month.
- B. Special meetings of the Faculty Senate may be called by:
 1. A petition from at least 5 members; such petition must clearly provide proposed agenda item(s),
 2. Simple majority vote of the Faculty Senate during a Faculty Senate Meeting
 3. The President of the Faculty Senate,
 4. The Executive Committee of the Faculty Senate,
 5. Recommendation of the President, chief academic officer, or Dean(s) to the President or Executive Committee.

Article VIII. Responsibilities of the Faculty Senate:

- A. Review and recommend for approval all requests for new courses to be offered at SCNM prior to forwarding such requests to the chief academic officer for his/her approval.
- B. Review and recommend for approval_all requests for new programs and curricula offered at SCNM prior to forwarding such requests to the chief academic officer for his/her approval and recommendation to the Board of Trustees for final approval.
- C. Review and recommend for approval all changes to existing courses, program, and curricula offered at SCNM prior to forwarding such requests to the chief academic officer for his/her approval.
- D. Review and recommend for approval all academic policies at SCNM prior to forwarding such policies to appropriate administrators for his/her final approval.
- E. Review and recommend for approval the Academic Calendar at SCNM prior to forwarding of such calendar to the Registrar's Office for approval and recommendation to the Board of Trustees for final approval.
- F. Advise the SCNM administration on faculty hiring and staffing needs.
- G. Advise the SCNM Administration on any other matters that are brought before the Faculty Senate by the Administration.

- H. Recommend all candidates for graduation prior to forwarding of the list of candidates to the Dean of the appropriate school(s) for his/her approval and recommendation to the Board of Trustees for final approval.
- I. Provide recommendations and advise the /Dean(s) regarding all faculty appointments and promotions.
- J. Provide oversight for those research activities which are engaged under academic auspices of the SCNM.
- K. The faculty may annually evaluate the performance of College Administration including the chief academic officer, Dean(s), College President, Board of Trustees, and Chairman of the Board of Trustees. An ad hoc Administration Evaluation Committee of the Faculty Senate will be developed as needed and shall make its written report, after recommendation for approval_by the Faculty Senate, to the respective appropriate administrators.

Article IX. Standing Committees of the Faculty Senate (subject to change):

- A. Executive Committee of the Faculty Senate:
 - 1. Shall consist of the President, Secretary, Vice President, and Counselor.
 - 2. May serve to advise and counsel the college President, VPs, chief academic officer and Dean(s) regarding recommendations of the Faculty Senate.
 - 3. May request to call urgent, extra meetings of the Faculty Senate.
 - 4. May deal with business matters of the Faculty Senate not requiring a full meeting of the senate for debate or resolution; reports its deliberations or decisions to the Faculty Senate.
 - 5. May develop and set priority for agenda items in the absence of any proposals from the Administrative, Student, or the Faculty Senates.
- B. Curriculum Committee:
 - 1. Shall be composed of representatives of the basic and clinical sciences and naturopathic didactic faculty, and the chief academic officer or designee.
 - 2. Shall elect a chairperson.
 - 3. *Ad-hoc* members may be appointed as needed for additional representative expertise.
 - 4. Membership shall be for 3 years with rotating (staggered) appointments annually.
 - 5. Shall review at least annually the curricula, programs, and courses at SCNM.
 - 6. Shall review all petitions for changes in or additions of courses, programs, or curricula prior to passing their recommendation(s) on to the Faculty Senate for action.
 - 7. Keeps minutes and reports deliberations and decisions to the Faculty Senate.
- C. Library Committee:
 - 1. Shall be composed of the Library Director, two (2) basic sciences faculty and two (2) clinical sciences faculty.
 - 2. *Ad-hoc* members, including students, may be appointed as needed for representative expertise and/or input into considerations.
 - 3. Shall elect a chairperson from its membership.
 - 4. Will advise the Library Director on library policies and procedures, and development of library resources.
 - 5. Keeps minutes and reports deliberations and decisions to the Faculty Senate.
 - 6. Membership shall be for 3 years with rotating (staggered) appointments annually.
- D. Faculty Promotions and Retentions Committee:
 - 1. Shall be composed of full-time faculty members.
 - 2. Will elect a chairperson from committee members.
 - 3. Shall develop and recommend to the chief academic officer academic and professional credentials and other scholarly criteria for level of appointment and promotion of faculty.

4. Shall review credentials and accomplishments of all faculty members proposed for or seeking promotion at SCNMHS and make a recommendation to the Faculty Senate regarding promotion.
 5. Membership shall be for 3 years with rotating (staggered) appointments annually.
 6. Shall provide peer review of the performance of all full and part-time faculty members.
- E. Institutional Review Board (IRB):
1. Shall be composed of at least two (2) basic science faculty, two (2) clinical faculty, and a member of the local community who is not of the College faculty, staff, student body; this may be an academic person from another institution, a clergyman, lawyer or other deemed appropriate individual.
 2. Shall review all proposals for research involving human subjects for evaluation of risk or potential for risk to patient subjects.
 3. The IRB is autonomous of the Faculty Senate in its decisions regarding clinical research.
- F. *Ad-Hoc* Committees: The President of the Faculty Senate shall appoint *ad-hoc* committees, task forces, or problem focused groups as necessary. This includes an ad-hoc grievance committee.

Article X. Amendment of By-laws:

- A. The By-Laws of the Faculty Senate may be amended by a two-thirds vote of the members present at a meeting when the amendment is proposed.
- B. The President of the Faculty Senate shall distribute any proposed amendments to the Faculty Senate By-Laws to all members of the Faculty Senate at least five working days prior to a meeting at which the proposed amendment(s) will be acted upon.

Amended 12-5-97
3-20-98 4-24-98
5-5-99 9-22-00
11-30-01 1-04-08
10-3-08
5-14-10

APPENDIX C: FULL-TIME FACULTY DUTIES/RESPONSIBILITIES

1. Providing a 40 hour work week, averaged over the academic year. This includes course, and/or clerkship instruction and preparation, service to the college, profession, and/or community, CME, student office hours, and research or other scholarly work as determined by the designated supervisor during each academic year
2. Teaching effectively utilizing a variety of methods, including technology and other innovative resources
3. Utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators to improve instruction
4. Utilizing course assessments to assess student learning and inform and improve teaching
5. Completing the following on an annual basis by the pre-established deadline: a faculty annual report of activities; a faculty performance evaluation; an updated CV; and a faculty professional development plan
6. Writing course syllabi to reflect the college-approved syllabus template adhering to both accreditation and academic assessment standards; updating syllabi each time a course is taught and submitting the syllabi before or on deadline as given by the Academic Coordinator; posting syllabi on MySCNM prior to the first day of class
7. Holding scheduled office hours and responding to voice mails and emails in a timely manner. Dates and times of the office hours must be provided to the Academic Coordinator prior to the start of each quarter and are to be widely published to the students in course syllabi, etc.
8. Providing service as member of at least two College standing committees
9. Providing service to the College by participating in at least four College-sponsored activities each academic year (please see below for a list of approved College-sponsored activities)
10. Attending and participating in faculty meetings/events, including Faculty Senate, clinical faculty, and committees
11. Maintaining respect, professionalism, etc. in exchanges with faculty, staff, administrators, students, and patients according to the Faculty Code of Conduct
12. Participating actively in the continuing development and refinement of the College curriculum, programs, and administrative operations
13. Mentoring students through the program to become successful professionals
14. Providing feedback about and assisting with academic program assessment and accreditation efforts
15. Engaging in continuing education activities; *clinical faculty: CPR, licenses, CMEs, HIPAA, mandatory training, etc.*
16. Providing service to the College, the profession, and professional organizations by engaging in activities, including leadership capacities, which will advance the profession or discipline
17. Providing service to the community as defined by the Descriptors for Faculty Performance Evaluation
18. Engaging in research and/or scholarly activity
19. Other duties as assigned

List of Approved College-Sponsored Activities (see #9 above)

- Orientation Welcome Orientation Round Table Discussions
- Prospective Student Interviews
- Commencement
- Advancement-Sponsored Events
- White Coat Ceremony
- Stethoscope Ceremony
- Discovery Day
- Residents' Graduation Dinner
- Senior Week Awards Ceremony

- Research Night
- Other (must be pre-approved)

APPENDIX D: DIVERSITY AND INCLUSION POLICY

Policy Statement

The diverse community of scholars, students, employees and trustees plays a vital role in helping Southwest College of Naturopathic Medicine & Health Sciences (SCNM) fulfill its mission and vision. Hence, the student body and workforce continue to evolve as SCNM seeks to reflect the local and national populations served by SCNM.

SCNM views diversity in the broadest sense including race, ethnicity, gender, social-economic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, thinking styles and life experiences. SCNM values and aims to achieve broad diversity in its students, faculty, staff, administrators, board of trustees, vendors and patients.

SCNM is committed to these ideals and will strive to create and foster a supportive environment that promotes inclusion, respect, community, and an appreciation for valuing differences. This culture will enable SCNM to create learning and work environments where all are free to fully contribute and reach their maximum potential.

Policy Status

New

History/Background

SCNM aims to achieve broad diversity in its students, staff, faculty, administrators, board of trustees and vendors. In 2009 the Board of Trustees adopted an Ends Policy, stating “The composition of the Southwest College community will be broadly diverse.” Currently, there is diversity in the student body and recent efforts have introduced some diversity among staff and board of trustees. However, limited efforts or attention has been directed towards diversity in faculty and vendors.

Definition(s)

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, disability, and cultural, political, religious, or other affiliations) that exist among people.

Inclusion: The intentional and ongoing engagement with diversity to create an environment that actively encourages full recognition of student, faculty and employee abilities and contributions in all aspects of the organization.

Socioeconomic background: Socioeconomic factors are the social and economic experiences and realities that help shape one's personality, attitudes, and lifestyle. Common factors include education, family income and place of residence.

Purpose

The primary purpose of this policy is to:

- A. Develop a culture which respects and values all people
- B. Actively promote equality of opportunity
- C. Prepare students for life in a diverse society
- D. Establish policies, procedures and/or activities which support and foster a culture of diversity and inclusivity in a working and academic environment.

Scope/Key Stakeholders

This policy applies to students, staff, faculty, administrators, board of trustees and vendors.

Policy Items

Diversity and inclusion efforts move beyond numbers of students, faculty or employees as end goals. Instead, they should reflect in SCNM processes through which we achieve excellence in learning, research, teaching, student development, community engagement and workforce development. The institution's commitment to diversity should permeate policy in all areas of institutional life. The following policy elements, when implemented and monitored, will increase awareness, accountability and continuous improvement in establishing a diverse and inclusive environment.

- A. **Recruitment/Employment Policy**
Develop and publish a recruitment and employment policy which promotes diversity and inclusion in hiring and retention of staff, faculty and administrators.
- B. **Faculty Hiring and Retention**
SCNM endorses the continuous use of faculty hiring and retention practices that enrich the intellectual environment and achieves excellence through diversity. A diverse faculty brings different backgrounds and experiences that shape their interactions with others inside and outside the classroom.
- C. **Diversity efforts in Academics**
Define elements in research efforts and teaching strategies which incorporate diverse perspectives that would increase cultural competence and inclusiveness for our faculty and students.
- D. **Student Recruitment/Enrollment and Retention**
SCNM is committed to recruit and prepare students from diverse backgrounds so as to be leaders in clinical practice, education and research. Develop and publish a recruitment and enrollment policy which promotes diversity and inclusion in the recruiting and enrollment of students.
- E. **Recruitment/Hiring Guidelines**
Develop and publish hiring guidelines designed to increase diversity and inclusion on campus. The procedural guidelines will include steps that will increase the likelihood that the application process is designed and conducted in a manner that encourages participation by and full consideration of all qualified applicants.
- F. **Diversity & Inclusion Training**
Incorporate diversity training addressing strategies to overcome biases in hiring and promotion decisions and to promote a climate that encourages productivity and fair treatment for all. Training will be mandatory for all who participate in the hiring process. Future employee wide training to heighten awareness on diversity and inclusion will be conducted.

- G. **Develop and Monitor Diversity Metrics**
Create metrics by collecting current data on hiring and retention of staff, faculty, administrators, board of trustees, and vendors.
- H. **Communication**
Capture SCNM's initiatives and activities related to diversity and inclusion in internal and external communication. For example, SCNM's homepage web images and college images should reflect the diversity of our faculty, administration, staff and students. Encourage and engage students, staff, faculty and administrators in an open communication about the issues and challenges related to diversity.
- I. **Building Synergy**
Partner with external organizations that deal with diversity and share our mission and values.
- J. **Diversity Committee**
The diversity steering committee, chaired by the Director of Human Resources, reports through the Executive Council to the President. The committee will be composed of representatives of faculty, staff, administrators and students. The diversity committee will be responsible for 1) Evaluating the effectiveness of the efforts put forth regarding diversity and inclusion, 2) Identifying successes and gaps, and 3) Creating policies and procedures as required supporting this policy.
- K. **Costs involved**
Future needs on behalf of diversity and inclusion efforts will be evaluated and budgeted as appropriate.

Responsibility for Implementation/Disciplinary Action

The Office of Human Resources will have the oversight and responsibility for initiating and monitoring the policy, and for writing any guidelines or policies that may be needed for its use, as well as ensuring compliance with state and federal law. Any breach of this policy will be dealt with promptly.

Approval Body

President's Council

Date Policy Approved

September 28, 2011

Related Policies

- A. Recruitment and Employment Policy (TBD)
- B. Student Recruitment and Enrollment Policy (TBD)
- C. Non-discrimination, Anti-Harassment and Non-retaliation (TBD)

Related Documents

Hiring Guideline/Procedure Handbook (TBD)

Next Review Date

Diversity is not an end result, but a means of achieving a concrete set of objectives. Accordingly, the College shall periodically review its diversity-related policies and programs to determine their achievements and to adjust them as necessary to further those objectives.