



FACULTY HANDBOOK

2020 - 2021

TABLE OF CONTENTS

.....	1	Professor	10
Introduction	3	Professor Emeritus	11
SCNM Vision Statement.....	3	Teaching and Research Fellows.....	11
SCNM Mission Statement	3	Annual Faculty Review Process (RFP)	11
SCNM Core Values.....	3	Professionalism	12
Academic Philosophy.....	3	Faculty Code of Conduct *	12
College Campus	3	Responsibilities to Teaching and Students.....	13
Business Hours.....	3	Responsibilities to Research, Scholarship, and/or Creative Activities	13
School of Naturopathic Medicine (ND).....	4	Responsibilities to the College.....	13
Philosophy.....	4	Responsibilities to Colleagues	14
Naturopathic Principles	4	Responsibilities to the Community.....	14
SCNM Medical Center	4	Responsibilities to Patients	14
Neil Riordan Center for Regenerative Medicine.....	5	Academic Freedom	15
SCNM Laboratory.....	5	Academic Policies	15
SCNM Medicinary	5	Full-Time Faculty Workload	15
Naturopathic Extended Site Community Clinics.....	5	Approved Course Syllabi.....	15
Research.....	6	Distance Learning Faculty Expectations.....	15
Copy Center.....	6	Continuing Education	16
Tests/Quizzes.....	6	Copyright Policy & Intellectual Property.....	16
Computer Facilities.....	6	Clinical Policies.....	16
School of Nutrition	7	Student Affairs Policies	16
Master of Science in Clinical Nutrition (MSCN).....	7	Employment Policies	16
Program Mission	7	Diversity	16
Scope of Practice.....	7	SCNM Non-Discrimination Policy Statement	16
Master of Science in Nutrition Business Leadership Program (MSNBL).....	7	Family Educational Rights & Privacy Act (FERPA).....	17
Program Mission	7	Directory Information	17
Scope of Practice.....	7	Proper Disclosure	17
SCNM Library.....	8	Faculty/Staff-Student Relationships.....	17
Administrative – Organization/Governance.....	8	Harassment Prohibition – Sexual and Other	18
Organization Chart	8	Definition of Sexual Harassment.....	18
Faculty Participation in the Selection of the College President and Senior Academic Administrators.....	8	Definition of Other Harassment.....	18
Faculty Organization and Governance.....	8	Discipline/Consequences.....	18
Shared Governance.....	8	Drug-Free Workplace, Schools and Communities Policy.....	19
Faculty Senate	9	Separation From Employment	19
Committees	9	Grievance (Problem Resolution) Procedure.....	19
Appointments & Tenure.....	9	Travel Expenses – Full-Time Faculty.....	20
Eligibility for Faculty Appointment	9	Travel Expenses – Adjunct Faculty.....	20
Comparable Standards.....	9	Sabbaticals	20
Definition of Full-Time Faculty.....	9	Appendix A – Full-time Didactic or Clinical Faculty Duties and Responsibilities	21
Definition of Adjunct Faculty.....	9	Appendix B – Full-time Research Faculty Duties and Responsibilities.....	22
Search and Appointment Procedures	9	Appendix C – Online Adjunct Faculty Duties and Responsibilities.....	23
Outside Employment, Consulting, Private Practice & Conflict of Interest.....	10		
Faculty Salary Schedule	10		
Tenure.....	10		
Rank Levels for Appointment or Promotion	10		
Instructor	10		
Assistant Professor	10		
Associate Professor	10		

Introduction

The Southwest College of Naturopathic Medicine and Health Sciences (SCNM or the College) Faculty Handbook is prepared by the Academic Affairs Office 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 chief academic officer.

SCNM Vision Statement

A world that embraces the healing power of nature

SCNM 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.

SCNM Core Values

SCNM embraces the following core values:



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.

College Campus

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 SCNM. SCNM 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 education for SCNM 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 accredited schools of naturopathic medicine in the United States. In 2018, SCNM began the accreditation processes required to expand its offerings to include a Master of Science in Clinical Nutrition program and Master of Science in Nutrition Business Leadership program expected to launch in the spring of 2020.

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 hours for SCNM Medical Center, Neil Riordan Center for Regenerative Medicine, Medicinary and Laboratory can be found on [SCNM's website](#).

School of Naturopathic Medicine (ND)

Philosophy

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.

- 🌿 **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.

- 🌿 **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.

- 🌿 **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.

- 🌿 **Wellness - *salus***

Establish or re-establish health and well-being.

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.

The SCNM Medical 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 SCNM Medical Center with a custom-designed steam area, two saunas (far infrared/radiant), a hydrotherapy/color therapy 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 naturopathic medical 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.

Naturopathic medical student learning is supported through the Clinical Resource Center, a specialized clinical collection that is an extension of the SCNM Library. The collection features resources in naturopathic modalities including acupuncture, botanical medicine, nutrition, homeopathy, hydrotherapy, and environmental, physical, and mind-body medicine. The SCNM Library subscribes to electronic books, journals, and specialized medical and naturopathic databases that supplement the on-campus print resources.

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 Facility physicians and other healthcare providers.

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 and Neil Riordan Center for Regenerative Medicine offers opportunities for students to work with a diverse group of medical practitioners including naturopathic physicians, medical doctors, an Oriental medical doctor, acupuncturists,

Neil Riordan Center for Regenerative Medicine

For two generations the name Riordan has been synonymous with medical advances harnessing the body's innate healing ability. The Neil Riordan Center for Regenerative Medicine at SCNM will build on this legacy, turning the tide from symptom suppression to regeneration and healing. Opening in late 2018 and replacing the Pain Relief Center, the Neil Riordan Center for Regenerative Medicine will be located in the beautiful 6,200-square foot space on the ground floor of the SCNM Community Commons building. Through patient care, research and medical education, the Neil Riordan

Center for Regenerative Medicine will help usher in a new era in the treatment of pain and chronic disease by:

- Developing innovative, safe, effective and promising practices for patients suffering from pain
- Training the next generation of physicians skilled in Regenerative Medicine
- Building the foundation for in vitro and clinical research in Regenerative Medicine to explore new treatments and explicate their mechanisms of action

SCNM Laboratory

The SCNM Medical Center Laboratory is a CLIA moderate complexity laboratory and accredited by COLA. Naturopathic medical 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.

SCNM Medicinary

The SCNM Medicinary, located in the Community Commons building, is Arizona's largest natural medicinary with the largest inventory of homeopathic medicines and botanical tinctures in Arizona. Naturopathic medical 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.

Naturopathic Extended Site Community Clinics

SCNM is committed to providing naturopathic medical students diverse clinical settings to deliver patient care. In addition to clinical clerkships at the SCNM Medical Center, SCNM physicians and naturopathic medical students provide care to underserved patient populations at several [community clinics](#). These clinics are staffed by SCNM 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

SCNM is committed to biomedical and clinical research in naturopathic medicine and nutrition and promotes dissemination of technical information and issues impacting healthcare, 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. The Ric Scalzo Institute for Botanical Research is a state-of-the-art molecular biology, bioassay, compound isolation and analytical lab on campus. The Institute's mission is inspired by nature to create novel botanical solutions that support people, planet, and plants. Two internal institutional groups guide research at SCNM: The Research Advisory Board (RAB), 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), responsible for assuring compliance with medical ethics and human subjects' research protection. The IRB will not accept protocols without prior RAB review and approval.

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 Director of Information Technology.

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 call 480-222-9329.

School of Nutrition

Master of Science in Clinical Nutrition (MSCN)

The Master of Science in Clinical Nutrition (MSCN) program transforms students who are passionate about nutrition into leaders and healers in the field of clinical nutrition. Students gain the professional knowledge, skills, and behaviors necessary to develop and implement effective and evidence-based nutrition related services to support individual and public health. The innovative and 100% online curriculum has been developed with input from experts and thought leaders in the field of nutrition. The MSCN trains students in nutritional sciences, self-care, whole food nutrition, and the responsible use of dietary supplements while also covering emerging topics such as nutrigenomics and microbiomics. Additionally, the program includes a novel Virtual Health Center Experience where students practice applying new skills and knowledge safely in a virtual training environment. Graduates will be prepared for success in private clinical practice or to be employed in integrative practices, community health, or corporate settings. The program also introduces students to innovative ways to leverage their training from developing a telemedicine practice to becoming an entrepreneur in the multi-billion-dollar natural foods and dietary supplement industry. In addition to their MSCN degree, opportunities to earn industry specific certifications are embedded within the curriculum to help students increase their competence and further distinguish themselves in their field.

Program Mission

To educate and inspire the next generation of leaders and practitioners in the field of clinical nutrition to use evidence-based practices to safely, ethically, and effectively enhance the health and well-being of the people and communities they serve.

Scope of Practice

Requirements for the practice of nutrition vary from state to state (and country to country), with a wide range of certification types available. Currently, the state of Arizona has no regulation for Dietetics and Nutrition practice. There is currently no licensure law in this state outlining restrictions and/or regulations for the field of nutrition.

Master of Science in Nutrition Business Leadership Program (MSNBL)

The Master of Science in Nutrition Business Leadership (MSNBL) program prepares students to successfully assume leadership roles in the natural product industry as professional administrators, managers, and executives, or as entrepreneurs. The innovative and 100% online curriculum has been developed with input from global industry experts and thought leaders and equips graduates with current, realistic, and evidenced-based training from both national and international perspectives, and with a focus on personal, environmental, and corporate sustainability. Unlike any other program, the MSNBL trains students in the nutritional sciences, supply chain (including ingredient procurement, product manufacturing, regulations, sales, and marketing), and in leadership and management - all specific to the multi-billion-dollar natural foods and dietary supplement industry. Furthermore, in addition to their MSNBL degree, opportunities to earn industry specific certifications are embedded within the curriculum to help students increase their competence and further distinguish themselves in their field. Graduates will be ready to successfully start their own ventures or be employed by organizations in key leadership roles to effectively meet the triple bottom line: social, environmental, and profit.

Program Mission

To educate and inspire current and future leaders to grow the global natural products industry through evidence-based and sustainable practices that safely, ethically, and effectively enhance the health and well-being of the people and communities they serve.

Scope of Practice

The MS, Nutrition Business Leadership program prepares students to successfully assume leadership roles in the natural product industry as professional administrators, managers, and executives, or as entrepreneurs. There are no specific post-graduate license or certification requirements for students to work in this field. While not required for practice, students have opportunity to earn industry specific certifications, embedded within the curriculum, to increase their competence and further distinguish themselves.

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 6100+ titles. The collection maintains hardcopy as well as e-content resources, such as e-Books and e-Journals. Other items include flashcards, video and audio recordings, and more. The reference collection consists of 500+ titles. The SCNM library subscribes to nutrition, medical, pharmacology and naturopathic databases, as well as has access 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 25+ periodicals directly, ranging from a wide variety of naturopathic, medical and scientific topics, as well as having full text access to thousands more electronic journal publications through a variety of online resources. The library also provides an Interlibrary Loan service for specific journal article requests, with same or next day turnaround fulfillment. In addition to the biomedical sciences, the collection features all the naturopathic modalities such as acupuncture/oriental, botanical, environmental, physical, and mind-body medicines, nutrition, homeopathy and hydrotherapy resources, as well as business, general practice, spiritual and a variety of other subjects. 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:

- 🌿 Central Arizona Biomedical Libraries (CABL)
- 🌿 Medical Library Association (MLA)
- 🌿 Medical Library Group of Southern California and Arizona (MLGSCA)
- 🌿 Online Computer Library Center, Inc. (OCLC)

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

See [MySCNM library page](#) for more information regarding our resources and policies.

Administrative – Organization/Governance Organization Chart

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

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

Faculty members play a vital role in the appointment of the College President and senior academic administrators. Provisions are made for faculty participation on search committees 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. The search and selection process also includes opportunities for the faculty to meet candidate finalists.

Faculty Organization and 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 through their participation in committees, 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.

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty rank and promotion recommendations, and those aspects of student life that relate to the educational process. See MySCNM for the complete [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 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 by full-time faculty, unless teaching and/or clinic responsibilities conflict with the meeting time.

The subcommittees of the Faculty Senate include the: Curriculum Committee, Faculty Library Committee, Executive Committee, Institutional Review Board, and Promotions and Ranking Committee.

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. Definitions, duties and operating codes of each committee can be found in [Faculty Senate By-Laws](#).

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. Those who teach in the clinic system are required to be eligible for licensure in the state of Arizona at the time of their appointment. Loss or revocation of a license must be reported to the Director of Clinical Operations (DCO) immediately.

Non-physician faculty members are required to produce evidence of their PhD, EdD, DrPH, MS 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 who meets SCNM's Comparable Standards, as listed below, 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](#).

Comparable Standards

A candidate who does not meet the standards for a given rank level of promotion or appointment may be promoted or appointed provided the candidate has appropriate academic credentials, including evidence of service history, and relevant clinical or teaching experience. The Promotions Committee may determine the comparability of academic or clinical experience or professional achievement or scholarly activity after consultation. For adjunct faculty appointments, a minimum of ten years of related professional experience and/or significant scholarly activity may be considered for equivalency.

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 preparation and instruction, service to the college, profession, and/or community, CME, student office hours, and research or other scholarly work (See [Appendix A](#) and [Appendix B](#): 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, and project-based work. Adjunct faculty may teach or serve in other capacities. Other than paid sick time, adjunct faculty members are not eligible for benefits. (See [Appendix C](#): Online Adjunct Faculty Duties and Responsibilities and [Part-Time Employee Paid Sick Time Policy](#)).

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 or MS's are advertised more widely. Search and appointment procedures are to be conducted by the Department Chairs, Division Directors, Program Director(s), Dean(s), chief academic officer, and the faculty in their Departments and across Departments where appropriate. Prospective full-time faculty will be interviewed by the Faculty Search Committee and are

expected to present a guest lecture to students and the Search Committee, who then will make their recommendations to the Program Director(s), Dean(s), or chief academic officer.

Outside Employment, Consulting, Private Practice & Conflict of Interest

Full-time faculty must submit information about outside employment annually and upon any changes. Approval by the chief academic officer is required annually, 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 Clinic Operations. If such employment is approved, it must be reevaluated each year.

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:

- a. Medical
- b. Family
- c. Disability
- d. Insurance
- e. Retirement

Tenure

The College does not have a tenure program.

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 above

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
- c. Demonstrated commitment to 1) excellence in teaching and/or research 2) institutional service activities with
- d. 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
- e. Or in the absence of a, b, or c above: Evidence of meeting these qualifications via Comparable Standards as listed above

Professor

- a. An earned doctorate or equivalent terminal degree appropriate to the field from an accredited college or university
- b. 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)

- c. 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/or 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
- d. Or in the absence of a, b, or c above: Evidence of meeting these qualifications via Comparable Standards as listed above

Professor Emeritus

- a. Nominations of a distinguished SCNM Professor may be submitted to the Vice President of Academic Affairs (VPAA) for the rank of Professor Emeritus. This high honor is bestowed only upon unusually meritorious faculty within three months of retirement, in good standing, and with at least eight years of service at the rank of Professor at SCNM.
- b. If deemed eligible, the VPAA will request that the Promotions and Ranking Committee Chair present the nomination to the Faculty Senate for consideration. The Faculty Senate will vote to issue an “approve” or “oppose” recommendation to the VPAA. Upon receipt of an “approve” recommendation, the VPAA will notify the candidate.
- c. As Professor Emeritus, continued affiliation with SCNM includes a catalog listing, business cards, library access, and an active SCNM email account. No pay or other compensation will be given for the position of Professor Emeritus.

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.

Annual Faculty Review Process (RFP)

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) Faculty Duties/Responsibilities, and 5) Professional Development Plan. See [Academic SharePoint Page](#). 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 or resume.

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 Full-time Faculty Duties/Responsibilities (See [Appendix A](#): Full-time Faculty Duties/Responsibilities and [Appendix C](#): Online Adjunct Faculty Duties and Responsibilities for additional details). 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 immediate supervisor(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 & SUPERVISOR(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 supervisor(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 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 discipline
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 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.

Academic Policies

Full-Time Faculty Workload

Full-time faculty workloads are calculated to average 35-40 hours per week over the academic year, comprising contact hours, preparation, service, and scholarly activity. Faculty members are expected to serve on at least two standing College Committees, maintain office hours, attend and participate in Faculty Senate and/or clinical faculty meetings, participate in college-wide events, mentor students and junior faculty, contribute to the development of the curriculum and in specific College activities such as Commencement, White Coat ceremony, and admissions interviews. A complete list of full-time faculty duties and responsibilities can be found in [Appendix A](#), [Appendix B](#), and [Appendix C](#).

Approved Course Syllabi

Depending on academic program, and as outlined in the Faculty Duties and Responsibilities, faculty members are responsible for developing and submitting a syllabus for each course/lab/clerkship taught to the Academic Coordinator prior to the start date of the new quarter. All syllabi must have approval signatures from the appropriate Department Chair, Division Director, Program Director or academic dean before being copied, posted, and distributed to students. The syllabus template(s) are provided in the [Faculty Tab](#) on MySCNM. Faculty members are required to format their syllabus according to the most recent template provided. All syllabi and supporting course materials must be posted on Canvas, the official course management system, prior to the start of each academic term. All assigned class projects, which require students to obtain special materials (clinical supplies, etc.), must be noted on the syllabus.

Distance Learning Faculty Expectations

Full-time and part-time distance learning faculty members are supervised by the appropriate Department Chair, Division Director, Program Director or Dean. Faculty members who teach distance learning courses at SCNM must meet the same qualifications as faculty who teach campus-based courses at SCNM. Faculty members teaching distance learning courses receive the same credit toward their teaching load as do faculty who teach campus-based courses.

Faculty members teaching distance learning courses are expected to hold scheduled office hours. Faculty may choose their preferred medium for holding office hours, such as telephone, e-mail, text chat, video chat, or other technologies. Faculty members teaching distance learning courses are expected to respond to student e-mails and questions within 24 hours. Response time should be clearly noted in the course syllabus, as should the hours, medium, and instructions for using the medium chosen to hold office hours. Except in rare occasions, faculty members teaching distance learning courses are expected to provide assignment feedback to students in written and/or recorded form within one week of the assignment deadline.

Faculty teaching distance learning courses are expected to develop and maintain currency with the latest technologies and pedagogical techniques by participating in professional development activities, through one-on-one support sessions or through self-study. The SCNM Center for Teaching and Learning (CTL) provides

training for faculty members via professional development workshops, one-on-one sessions, and online self-study materials.

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.

Copyright Policy & Intellectual Property

Faculty members may submit their own publications for use as required class material. Material prepared as a normal part of class preparation cannot be sold to the students, but can be submitted for class notes and handouts on Canvas. All material must be referenced so as to respect copyright laws. See the Library Director for current copyright information. See SCNM's [Copyright Policy](#) and [Intellectual Property Policy](#). 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 them 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, including online course content.

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

Clinical Policies

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

Student Affairs Policies

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

Employment Policies

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

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 MySCNM for the complete [Diversity 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 Human Resources Office. 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 & 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.

Please refer to [FERPA](#) on MySCNM for more information.

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.

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

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. For complete information on SCNM's policies on harassment, please see the [Employee Handbook](#).

Definition of Sexual Harassment

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

- 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,
- Submission to or rejections of such conduct by an individual is used as the basis of employment or school decisions affecting such individual; or,
- 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, and 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, event between employees or student of the same protected basis.
- Written materials that show hostility towards any legally protected basis.

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

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 Human Resources Office.

Upon notice, the Human Resources Office 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 Human Resources Office or Dean of Students will put his/her findings in writing and forward a copy to the chief academic officer 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 Director of 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 (Problem Resolution) Procedure

SCNM has established the following problem resolution procedure that is available to all employees,

including staff, faculty and physicians. If employees have a work-related problem or concern, they are encouraged to use the following Open-Door procedure.

1. Discuss the situation with the immediate supervisor in a timely basis.
2. If the situation is not resolved, communicate the problem directly to the respective Vice President, in consultation with OHR.
3. Should further resolution be required, the President, in consultation with OHR, makes the final determination.

Nothing in this Open-Door procedure is intended to or should be taken to limit the employment at-will relationship at SCNM.

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.

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.

Travel Expenses – Adjunct Faculty

Travel expenses are not reimbursed to adjunct faculty.

Sabbaticals

There is no provision for sabbatical leave from the College.

Appendix A – Full-time Academic Faculty Duties and 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. Clinical faculty shall perform said duties in-person and on-site at the SCNM Medical Center, Neil Riordan Center for Regenerative Medicine and the Community Clinics
3. Teaching effectively utilizing a variety of methods, including technology and other innovative resources
4. Utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators to improve instruction
5. Utilizing course assessments to assess student learning and inform and improve teaching
6. 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
7. 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
8. 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.
9. Providing service as member of at least two College standing committees
10. 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)
11. Attending and participating in faculty meetings/events, including Faculty Senate, clinical faculty, and committees
12. Maintain respectful professional exchanges with faculty, staff, administrators, students, according to the Faculty Code of Conduct.
13. Participating actively in the continuing development and refinement of the College curriculum, programs, and administrative operations
14. Mentoring students through the program to become successful professionals
15. Providing feedback about and assisting with academic program assessment and accreditation efforts
16. Engaging in continuing education activities; *clinical faculty: CPR, licenses, CMEs, HIPAA, mandatory training, etc.*
17. Providing service to the College, the profession, and professional organizations by engaging in activities, including leadership capacities, which will advance the profession or discipline
18. Providing service to the community as defined by the Descriptors for Faculty Performance Evaluation
19. Engaging in research and/or scholarly activity
20. 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 B – Full-time Research Faculty Duties and Responsibilities

1. Providing a 40-hour work week, averaged over the academic year. This includes research or other scholarly work including conducting and planning of research studies, supervising students and/or lab personnel, and service to the college. Teaching activities may be assigned by the supervisor or dean of an academic program
2. Preparing manuscripts, articles, or texts for publication
3. Attending conferences to present research and establish collaborative relationships
4. Planning, conducting, evaluating, and overseeing research and scholarly activities
5. Assisting in the maintenance, ordering, and inventory of laboratory supplies and equipment
6. Seeking research financial support through the preparation of grants or other applications for funding
7. Overseeing, guiding, and mentoring students and laboratory personnel
8. Establishing collaborative research activities with colleagues or other research institutions
9. Utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators to improve research and teaching activities
10. 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
11. Attending laboratory meetings to discuss research activities, concerns, and protocols
12. Providing service as member of at least two College standing committees
13. 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)
14. Attending and participating in faculty meetings/events, including Faculty Senate
15. Maintain respectful professional exchanges with faculty, staff, administrators, students, according to the Faculty Code of Conduct.
16. Participating actively in the continuing development and refinement of the College

- curriculum, programs, and administrative operations
17. Mentoring students through the program to become successful professionals
 18. Providing feedback about and assisting with academic program assessment and accreditation efforts
 19. Engaging in continuing education activities; including conference attendance, mandatory trainings, etc.
 20. Providing service to the College, the profession, and professional organizations by engaging in activities, including leadership capacities, which will advance the profession or discipline
 21. Providing service to the community as defined by the Descriptors for Faculty Performance Evaluation
 22. Other duties as assigned

List of Approved College-Sponsored Activities (see #13 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 C – Online Adjunct Faculty Duties and Responsibilities

1. Complete online faculty onboarding process and training prior to the first day of class.
2. Teach assigned classes in accordance with current syllabi, course description, outline, and objectives.
3. Ensure input and approval from first level supervisor and dean prior to making any changes to syllabus, course content, format, evaluation techniques, and other course requirements as stated in the course syllabus.
4. Ensure all course materials are uploaded to the Canvas course page prior to the first day of class.
5. Be familiar with all coursework and course requirements.
6. Submit completed course syllabus in alignment with program's policy and standards.
7. Agree to use the syllabus template approved and provided by the College and to place instructional materials online using SCNM's online Learning Management System.
 - a. Materials must be completed by the deadline established by the first level supervisor.
 - b. The College agrees to provide training to Adjunct Faculty in the use of the Learning Management System and other electronic systems used for instruction and/or communication in the College.
8. Teach course and interact with students using SCNM's online Learning Management System (LMS). All communications to students must be sent and/or posted within the LMS or from the faculty's SCNM email address, not from personal email addresses.
9. Deliver live synchronous sessions in accordance with course plan as assigned
10. Initiate, facilitate, interact, and moderate online classroom forums including discussion boards.
11. Deliver expert knowledge and timely and effective instruction, assessment, and communications.
12. Use innovative teaching and learning strategies and methods.
13. Maintain a professional and respectful classroom environment.
14. Reply to students posts with constructive and timely feedback which encourages discussion.
15. Utilize course assessments to measure student learning and improve teaching.
16. Conduct regular assessment of students' knowledge, skills, and attitudes.
17. Grade all course assignments including but not limited to papers, quizzes, and exams.
18. Proactively support students by:
 - a. Contacting individual students who have not completed coursework by the due date.
 - b. Reporting inactive/disengaged students (missing one submission) to the first level supervisor to facilitate engagement.
 - c. Providing timely and constructive feedback for assignments and assessments (within 48 hours for quantitative assessments, and 5 business days for qualitative assessments).
 - d. Evaluating and assigning grades for all assignments.
 - e. Replying to students posts with constructive and timely feedback which encourage discussion.
 - f. Ensuring that final grades are submitted as required by the Registrar within 48 hours of course completion.
19. Mentor students through the program to become successful professionals.
20. Engage in online course portal a minimum of 4 times per week.
21. Effectively communicate with students including:
 - a. Welcoming students to class and provide an introduction of yourself for the first day of class.
 - b. Responding to student inquiries and requests for help within 24 hours. (Within 48 hours during holidays or weekends).
 - c. Supporting instruction and advance educational goals of students at different technology skill levels.
 - d. Being familiar with available IT support tools and resources.
22. Hold scheduled virtual office hours (minimum 1 hour per week per course section) and respond to voice mails and emails in a timely manner (within 24 hours). Dates and times of the office hours must be provided to the first level

- supervisor prior to the start of each quarter. These hours should be listed in your syllabus.
23. If teaching for more than one section of the same course, each course section must have separately scheduled office hours and separately scheduled live synchronous sessions. (If office hours or live sessions fall on a holiday should be rescheduled that week)
 24. Office hours and live synchronous sessions must be scheduled between the hours of 8:00 AM AZ and 5:00 PM AZ and times must be consistent for the duration of the course (exceptions can be made with approval by first level supervisor).
 25. Scheduling live sessions: if introducing new course material, live synchronous session must be held on Mondays, Tuesdays, or Wednesdays; if reinforcing or applying learning from asynchronous readings and pre-recorded lectures and/or offering Q and A sessions then live synchronous sessions may be held Tuesday, Wednesday, Thursday, or Friday.
 26. Improve instruction by utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators.
 27. Upon invitation of first level supervisor, at the end of each course:
 - a. Review course delivery and course evaluations to discuss areas of strength and areas of improvement.
 - b. Make recommendations for curriculum or delivery change based on teaching experience and student feedback.
 28. Ensure course content remains current, accurate, and relevant and with approval by first level supervisor and dean, update course content appropriately.
 29. Upon invitation of first level supervisor and/or dean, provide feedback about, and assistance with, academic program assessment and accreditation efforts.
 30. Collaborate with colleagues on course curriculum.
 31. Respond within 24 hours to any inquiries from students and/or College staff.
 32. Advise first level supervisor at the earliest possibility if unable to teach a class.
 33. All faculty are *de facto* members of the Faculty Senate and are invited to attend/stream monthly meetings.
 34. Maintain respectful professional exchanges with faculty, staff, administrators, students, according to the Faculty Code of Conduct.
 35. Maintain active licensure and certificates, as appropriate.
 36. Remain current in the academic discipline(s) by keeping abreast of developments in one's own field. May include, reading current literature, participating in professional organizations, attending continuing education programs, tradeshows, or conferences. With approval by first level supervisor and dean, update course content when appropriate to reflect the current levels of knowledge in the discipline.
 37. Save all student exams, student assignments, and other student work for one year.
 38. Comply with the Family Educational Rights and Privacy Act (FERPA).
 39. Comply with all SCNM employment policies and procedures.
 40. Complete any other training deemed necessary by Dean, School of Nutrition, or the Office of Human Resources.