FACULTY HANDBOOK

A SELECTION OF STATEMENTS, POLICIES AND PROCEDURES
OF THE
CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE
Revised 2017

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I. INTRODUCTION

A. WELCOME TO CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE (CDU).

This Faculty Handbook is intended to function as a reference guide to the University. Its structure, key policies, procedures and statements are outlined. The Handbook focuses on affairs of the faculty including faculty rights and responsibilities, governance, faculty appointments and promotions, contracts, workloads and employment conditions and grievances. Resource links to University Affairs, Student Affairs and Research Affairs are also included to assist faculty members in their advisory functions and for their own knowledge and use.

The information contained in this Faculty Handbook is current as of December, 2017, but changes on the Campus are constant and should be expected. Updates on changes will be issued to the faculty on a yearly basis. Faculty are able to find an electronic copy of the Faculty Handbook on the CDU Portal https://myportal.cdrewu.edu/sites/fac-staff/FacultyAssembly/SitePages/Home.aspx.

B. DR. CHARLES RICHARD DREW: A LIFE COMMITTED TO EXCELLENCE

CDU is named in honor of an outstanding Black surgeon whose life was characterized by a strong commitment to excellence. At Amherst College, he was a distinguished athlete and the winner of the Howard Hill Mossman Trophy.

At McGill University School of Medicine, he became an Alpha Omega scholar and was a winner of the Williams Prize, which was awarded on the basis of a competitive examination given annually to the top five students in the graduating class.

Dr. Drew also left a record of outstanding research at Columbia University. His doctoral thesis, “Banked Blood: A Study in Blood Preservation,” was described as "one of the most distinguished essays ever submitted, in both form and content."

During World War II, he was chosen by the trustees of the Board of Medical Control of the Blood Transfusion Association to direct the Plasma for Britain Project and was described as "...the best qualified of anyone we know to act in this important development." His expertise in the subject of blood preservation and his excellent organizing ability resulted in the saving of countless lives for Great Britain and later for the United States Army and Navy.

When he was taking the examination for the American Board of Surgery, the examiner asked a question about shock and colloid utilization, which Drew discussed in such detail and command of knowledge that the examiner went from door-to-door down the corridor calling other examiners to gather to hear his wealth of information. Drew was subsequently made the first African American Board Examiner in Surgery.

As Professor and Chairman of Surgery at Howard University, he announced to his classes, “From now on, we're going to turn out surgeons here who will not have to apologize to anybody, anywhere.” He died in 1950, by which time he had trained over half of the African American surgeons in the United States. A significant group of surgeons have continued to be inspired by his life.
The school, which is named in his honor, seeks to develop and encourage the same commitment to excellence in teaching, research, and the quality of patient care.

C. CHARLES R. DREW UNIVERSITY: A PRIVATE UNIVERSITY WITH A PUBLIC MISSION

VISION STATEMENT

Excellent health and wellness for all in a world without health disparities.

MISSION STATEMENT

Charles R. Drew University of Medicine and Science is a private non-profit student centered University that is committed to cultivating diverse health professional leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

VALUES

Community - At CDU, community encompasses historically underserved, under-resourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, “community” is the binding spirit that inspires and drives our unique approach in preparing health professionals dedicated to social justice and health equity.

Leadership - At CDU, we hold ourselves accountable and define our collective and individual responsibility as a catalyst for change necessary to reduce and eliminate health disparities. As a value, “leadership” means we embrace our role as a pioneer in health education and research.

Excellence - At CDU, excellence is the highest quality performance in our operations, interactions, activities, and service to our community. Excellence invokes the desire to challenge and transcend the status quo. As a value, “excellence” represents the transformation we seek in ourselves and in our students, faculty, and staff.

Diversity - At CDU, diversity is defined by the multiple perspectives and ideas, plurality of cultures, variety of ethnicities, and differences in individuals within our communities. As a value, “diversity” represents a quintessential element of humanity and social justice for all.

Integrity - At CDU, integrity is the strength of character necessary to remain true to our values even in the face of adversity. As a value, “integrity” is conducting trustworthy, ethical, and respectful education, research, clinical, and other services in our committed engagement with underserved communities.

Compassion - At CDU, compassion is empathy for the plights and predicaments of disadvantaged populations. As a value, “compassion” propels us to hear the voiceless, compels us to advocate for the oppressed, and obliges us to seek relief for the deprived.

D. CDU ADVANTAGE

The CDU Advantage is a promise of curricular and education experience that cultivates medical and health profession leaders who are able to conduct and translate empirical works in their never-ending
quests for social justice and health equity and who, in partnership with the community, serve as agents, activists, and advocates for policy reform and catalysts for societal transformation, especially for the underserved populations.

The CDU Advantage distinguishes the University from all its peers and competing institutions. The CDU Advantage defines an educational experience, which culminates into LEADERSHIP, ADVOCACY, and ACTIVISM. At CDU, our students will become the best health professionals there are, but on top of that, their education will prepare them to become leaders who are dedicated to transforming the world of medicine—following after the footsteps of Dr. Charles R. Drew—the pioneer in blood transfusion science. CDU education prepares our students to become advocates for the underserved populations—becoming the voice of the voiceless and the downtrodden. As required by its mission, CDU prepares its graduates to become activists against social injustice and health disparities.

Given the type of students we attract, CDU seeks and cherishes a particular set of faculty. These are individuals with terminal or advanced degrees with years of experience in their chosen fields. While many of them are accomplished health professionals in their own right, ALL are chosen for their commitment to social justice and health equity. The quintessential faculty members of CDU see themselves not only as a conveyor of esoteric knowledge to their students, but as a nurturer of human minds, prodding and cultivating them to dream the impossible; they see themselves not only as a connector between the current and the future generations, but also as an instigator and a shaper of the future of human wellness; they see themselves as a consummate teacher, making the complex simple and the difficult attainable; they embrace the beauty and power of diversity that shapes human learning experience; they demonstrate excellence with their relentless critiquing of the status quo; they embrace their students not just as novices but as partners in their struggles against health disparities; and they are mentors who exemplify relational pedagogy knowing too well that we all learn better within positive, healthy, affirming, empowering relationships. This type of faculty is the gem of the institution and the talk of their students.

2. FACULTY DEFINITIONS AND CLASSIFICATIONS  

For the purpose of this document, the terms "faculty" and "faculty member" include a person affiliated with the university as Professor, Associate Professor, Assistant Professor, or Instructor, including a person holding an auxiliary appointment-in a Research, Clinical, Community, Lecturer, Adjunct, Emeritus or Visiting title—irrespective of whether or not that person is employed by the university in a compensated capacity (See section 6. Faculty Appointments and Promotions for further clarification). All CDU faculty, irrespective of rank or compensation, must maintain an active status/appointment to be eligible as a faculty. Active status/appointment is defined as having a current dossier with an approved faculty plan, progress report, and Annual Faculty Performance Appraisal on file.

The statement on Academic Freedom and attendant faculty Rights and Responsibilities herein provided in this Faculty Handbook apply equally to all faculty members.

CDU policy under the auspices of the Office of the Provost establishes uniform definitions with minimum qualifications for appointment eligibility in the following faculty positions: Instructor, Lecturer, Assistant Professor, Associate Professor, Professor and Emeritus Professor. Each college/school of CDU under the
The university under the auspices of the Provost recognizes the following academic series: Regular Series, Prefix Series and Adjunct Series.

**Regular Series:** for instructors and professors at any rank who are engaged in substantial teaching or research activities and who are primarily employed and compensated at CDU. These core faculty hold voting rights in their respective college/school governing bodies and in the Academic Senate.

**Prefix Series:** for instructors and professors at any rank who contribute to the COM mission through part-time or voluntary participation in clinical education/teaching, research/creative scholarly activity, or community service. These affiliate faculty are self-employed or funded through an employer other than CDU, and they hold voting rights in their respective college/school governing bodies and in the Academic Senate.

**Adjunct Series:** for faculty at any rank who are employed by CDU to teach or perform related duties on a part-time compensated and term-limited basis. Adjunct faculty appointments are by agreement and they do not have voting rights in their respective college/school governing bodies or in the Academic Senate.

### 3. FACULTY RIGHTS AND RESPONSIBILITIES

#### A. Academic Freedom and Responsibilities

The University and The Faculty endorse academic freedom and responsibility as essential to attainment of the goal of the unfettered search for knowledge and its free exposition. Academic freedom and responsibility are fundamental characteristics of the University environment and are always closely interwoven and at times indistinguishable. Academic freedom and responsibility are the twin guardians of the integrity and quality of higher education. The University and The Faculty look to its faculty members to exercise their rights responsibly and to meet their obligations fully as professionals. Faculty acceptance of their responsibilities to students, colleagues, the scholarly community, and the public explains in great part why society historically has accepted the concept of academic freedom.

Within the framework of shared governance, The University and The Faculty also recognize that the university is not just a corporate body created by operation of law. It is also a community of individuals associated in activities related to thought, truth, and understanding. It must therefore be a place where the broadest possible latitude is accorded to innovative ideas and experiments, where independence of thought and expression are not merely tolerated but actively encouraged. Because thought and understanding flourish in a climate of intellectual freedom; because the pursuit of truth is primarily a personal enterprise, faculty responsibility must be strongly anchored to principles of intellectual freedom and personal autonomy.

As members of an institution of higher learning, faculty of the University have the right and obligation to promote conditions of free inquiry by discovering, creating, examining and transmitting knowledge and by educating students. In order to protect the integrity of the institution and the academic freedom of faculty and students, the University supports the right to examine all pertinent data, to question assumptions, and to be guided by evidence.

Because of the University's unique origin and mission, the faculty and students shall maintain the freedom...
to respond to the needs of underserved communities in the pursuit of equity and justice.

As citizens engaged in a profession that depends upon freedom for its well-being and integrity, faculty of the University have a particular obligation to ensure that freedom from duress is maintained, and that sanctions aimed at suppressing intellectual independence, free investigation and unfettered communication by the academic community are not imposed.

Faculty members have the freedom to discuss controversial matters in the classroom, so long as they relate to the subject matter of the class. They are entitled to review by students, as well as by their peers. It should be noted that academic freedom does not allow the individual faculty member to ignore the minimal subject matter to be covered by an instructor in a course of a curriculum if it is coordinated by a University determined prerequisite structure.

Faculty members are entitled to full freedom in research and in the publication of their results; however, investigators shall refrain from investigational procedures that might harm or endanger others without their informed consent or cause unnecessary harm to research animals. Classified research, by its very nature, is inconsistent with academic freedom.

Research for monetary return should be based upon an understanding between the faculty and the authorities of the institution.

**B. Rights of Faculty**

The rights of university faculty members are not fundamentally different from those of other members of society. The university, however, has a special autonomy, and reasoned dissent plays a particularly vital part in its existence. Therefore, there are faculty rights which owe their origin to the nature of the educational process. These rights are to be enjoyed by all faculty, including those who perform instructionally-related support tasks.

**Section A.** As citizens and residents, all members of the faculty enjoy the same basic rights as do all other citizens and residents.

1. Among these basic rights are freedom of speech; freedom of peaceful assembly and association; freedom of political beliefs; freedom of religion; freedom from censorship; and freedom from personal force and violence, threats of violence, and personal abuse.
2. Each faculty member has the right to organize his or her own personal life and behavior, so long as it does not violate the law or agreements voluntarily entered into, and does not interfere with the rights of others or the educational process.
3. The faculty member's relationship with the University shall be free from unlawful or unjust action; for example, discrimination based on race, religion, gender, national or ethnic origin, age, or sexual orientation.
4. Each faculty member, subject to contractual agreement, has the right to enjoy the benefits of his or her creative work. The faculty member has the right to a clear written statement in advance of the extent to which the conditions of his or her employment restrict the enjoyment of those private benefits of his or her creative work, which are commonly referred to collectively as intellectual property rights and specifically as copyright, patent rights, trademark rights, or licensing rights.
5. The faculty member has the right to a regular objective evaluation of his or her performance without regard to his or her political, social, or other views, unless directly related to academic professional merit, ethics, or responsibilities.
6. The faculty member has the right to a clear, careful, and complete outline, in writing, of the conditions and stipulations of his or her appointment at the time of that appointment i.e., contract, job description, and clearly defined workload.

7. The faculty member has the right to know the causes, circumstances, and procedures, which could result in his or her separation from employment.

8. The faculty member has the right to recourse if another faculty member is negligent, irresponsible, or represents the work of others as his or her own.

9. The faculty member has the right to pursue complaints and grievances against another faculty and any other officially-recognized member of the university according to established university policy and procedure.

10. The faculty member has the right to peer-driven academic due process which shall determine the validity of allegations against his or her professional behavior; the validity of the abridgment of faculty rights; or the resolution of disputes not resolved by less formal means. The procedures shall be structured so as to facilitate a reliable determination of the truth or falsity of charges, to provide fundamental fairness to the parties, and to be an effective instrument for the maintenance of professional standards.

11. The faculty member has the right to know in advance the range of penalties for violations of professional standards of behavior and of those regulations which govern the conditions of employment.

12. The faculty member is entitled to the right to privacy in offices and laboratories and in keeping of professional materials such as personal papers, emails, confidential records and effects, subject only to law and to conditions voluntarily entered into.

13. The faculty member is entitled to the freedom to hear, hold, and to study unpopular and controversial views on intellectual and public issues; to speak or act on behalf of the institution when authorized to do so; and to the right to hold public meetings, to post notices, and to engage in lawful demonstrations.

14. The above list of rights is not exhaustive.

Section B. As full members of the academic community of the university, faculty members have rights based upon the nature of the educational process and the requirements of the search for truth and its free presentation.

1. Basic rights which devolve to university faculty members include freedoms of teaching, learning, conducting research, and publishing findings in the spirit of free inquiry; that is, basic rights include an atmosphere free from institutional orthodoxy and internal or external coercion, one where the expression of the widest range of viewpoints is encouraged. Free inquiry implies the right to make one's research findings public.

2. The faculty member has the right to participate in the shared governance of the university, including, but not limited to the formulation of institutional educational goals.

3. The faculty member has the right to be treated fairly, courteously, and professionally by students, colleagues, the department Chairs or Program Directors, and by all members of the University administration, and to be protected from arbitrary or capricious action on the part of any such persons.

4. The faculty member has the right to evaluation by faculty peers with respect to his/her appointment, retention, and promotion on the basis of criteria and standards developed and promulgated by the appropriate faculty units or faculty representative bodies.

5. The compensated faculty member has the right to fair, equitable, and timely remuneration and attendant benefits, if any, as dictated by university policy for the specific type of activity conducted on
behalf of, and authorized by the university, and as commensurate with their rank, duties, performance, and professional stature.

6. The faculty member has the right to be heard, to be considered, and to regularized participation at all appropriate levels of the decision-making process about basic policy matters of direct concern to professional performance and status, and to press action on matters of concern by any appropriate means.

7. The faculty member has the right to know the policy of the university about indemnification of faculty members when they are acting in good faith within the scope of their employment and in performance of their authorized or assigned duties.

8. The faculty member has the right to a clear statement of academic freedom, faculty rights and responsibilities, and the mission and goals of the university.

9. The faculty member has the right to regular access to all information and policies which are used for administrative decisions, and which is not specifically restricted by law.

10. The faculty member has the right to form and participate in organizations that in his or her judgment are most appropriate for the purpose of faculty governance and the formation of intra- and inter-campus educational, faculty, and fiscal policies.

11. Individual faculty members have the right to determine the specific content and instructional methods in the courses they are assigned as long as they are linked with the course learning objectives. The collective faculty has the right to develop curricula and, within the appropriate discipline, the right to establish general course content by such means as course titles, definitions, outlines, and catalog descriptions; to set the requirements for degree completion; and to authorize the granting of degrees within the discipline.

12. The faculty member has the right, subject to contractual agreement, to institutional support in the pursuit of opportunities for faculty development.

13. Freedom from restriction to pursue academic and administrative responsibilities is a right of the faculty member.

14. Reduction of benefits and salaries must be clearly justified to faculty before going into effect.

15. The above list of rights is not exhaustive.

C. Responsibilities of Faculty and Standards of Performance

The faculty plays a critical role in the pursuit of academic excellence at CDU. The institutional strategy for achieving excellence is described in a separate document, which can be obtained from the Office of the Dean. In general, it assumes the ability of the institution to recruit and retain competent faculty, as well as terminate those who fail to achieve or maintain acceptable standards of performance.

D. Statement of Responsibility

Every person admitted to the faculty of CDU enters into a social contract which involves a set of responsibilities to CDU, UCLA, and specific department, and to one's self. In the past, these responsibilities were unwritten and more or less understood. More recently, these responsibilities have been defined in writing at the institutional level and are broad enough to include the responsibilities to the schools and colleges of the University. Some departments have, as expected, translated the institutional responsibilities for teaching, research and service into more specific responsibilities within their own disciplines. This process will not be complete until all departments have translated the institutional goals for teaching, service and research into a set of written responsibilities specific for each department. The same process is to be extended to the individual, with the exception that although a department is expected to assume responsibilities in all three areas, an individual may be competent in only two of these
areas and still play an acceptable role at CDU. Since all faculty members are expected to teach, there are three options available to CDU faculty as individuals:

1. Teaching, service, and research
2. Teaching and service;
3. Teaching and research.

Faculty members who hold joint appointments at UCLA may find it impossible to advance if they choose option 2.

The list of institutional responsibilities covers all three areas but few individuals are likely to be simultaneously outstanding in all areas. The teaching responsibilities are intended to include all forms of teaching formal and informal, clinical and didactic. Likewise, the research responsibilities are intended to include any of the acceptable research forms, including laboratory research, clinical research, health services research, or behavioral research. CDU has a stated bias in the direction of research towards the solution of problems of greatest relevance to South Los Angeles community and similar communities throughout the world.

The service responsibilities are also multidimensional. They include the ultimate responsibility for patient care provided directly or indirectly by residents or others in training and institutional responsibilities such as serving on the Senate Committees and Faculty Councils. Service to professional organizations such as the National Medical Association, the Academy of Pediatrics or the Institute of Medicine is recognized as fulfilling faculty responsibilities, as does professional service to the lay community at a local, state, national or international level.

The following is a listing of the responsibilities for regular faculty.

TEACHING

To attract students who are committed to the goals of the institution and actively support them;
To demonstrate respect for patients, students and co-workers;
To advise students and assist them in achieving their educational and personal goals, providing them with feedback;
To participate in curriculum development for the department and divisions;
To upgrade teaching techniques and skills, including use of institutional materials;
To provide continuing education to physicians and other health professionals;
To provide education to the community in health matters;
To assist students in acquiring appropriate knowledge, skills, attitudes, competence, and compassion.

SERVICE

To serve on School, Hospital or University committees;
To assume administrative responsibilities in the School, Hospital or University when requested to do so;
To assume responsibilities as a public service at a local, state, national or international level;
To assume responsibilities in professional organizations.
RESEARCH

To develop research proposals;
To obtain approval and funding of proposals;
To complete proposed research projects;
To publish research results;
To develop and participate in research seminars and use methods which will facilitate an inter- and intra-departmental research environment;
To elicit the participation of students in research.

E. Academic Dishonesty

Defined as any act that intentionally violates the trust upon which the pursuit of knowledge is based. The sections that follow illustrate key areas in which academic dishonesty should be watched for and eliminated.

Examination Behavior

During examinations, any behavior that involves external assistance is considered academically dishonest, unless expressly permitted by the instructor. Specific actions that are considered unacceptable during an examination include, but are not limited to:

♦ communicating in any way with another student during the examination;
♦ copying material from another student's examination;
♦ using unauthorized notes or other devices during an examination.

Fabrication

Any intentional falsification or invention of data or failure to acknowledge a scholastic citation in an academic exercise is considered a violation of academic integrity. Acts of fabrication include, but are not limited to:

♦ altering existing data;
♦ resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

Plagiarism

Plagiarism is the appropriation and subsequent submission of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgment of the original source shall be made through recognized referencing practices (use of footnotes, direct quotation marks or appropriate identification and spacing). If another's ideas are borrowed in whole or in part and are merely recast in the faculty member’s own words, proper acknowledgment shall be made; a footnote or proper internal citation shall follow the paraphrased material.

Disciplinary Procedures

Procedures for handling alleged violations of the academic integrity policy are the responsibility of each of the University's Colleges.
F. General Responsibilities

Academic freedom also entails responsibilities. Faculty members have both General Responsibilities and more specific duties and obligations as set forth below under: General Duties; Duties to Students; Professional Obligations; Academic Citizenship Obligations; other University Obligations; and other Outside Professional Obligations.

The following lists of faculty member responsibilities, duties, and obligations are not exhaustive.

For faculty members, the general elements of academic freedom responsibility include:

1. The responsibility to carry out teaching, research, and professional and public service duties in a professional manner and in keeping with university policy.

2. The responsibility, as teachers, to refrain as much as possible from introducing matters which are not consistent with their teaching duties and professional competence and which have no significant bearing on the subject matter of the course as approved under university procedures.

3. The responsibility to pursue excellence and intellectual honesty in teaching, research, and other creative endeavors and in service activities; and in publishing or presenting of research findings and creative works.

4. The responsibility to encourage students and colleagues to engage in free discussion and inquiry; and to evaluate student and colleague performance according to defined standards of the respective faculty of the various Colleges and Schools of the university.

5. The responsibility to work in a collegial manner with appropriate faculty, staff and administrators bodies to encourage the free search for knowledge, its free exposition, and the university’s continuing quest for excellence.

6. The responsibility to differentiate carefully their official activities as faculty members from their personal activities as citizens and residents, and when the situation warrants, to make it clear that when speaking as private citizens and residents, they do not speak for the university.

7. The responsibility to work toward student success and fulfillment of the University mission.

G. General Duties

1. Faculty members must conduct themselves-in their interactions with other faculty members, administrators, staff members, students, and other university participants-in accordance with reasonable standards of professionalism. Examples of inappropriate behavior include but are not limited to: requiring the performance of inappropriate personal services; assigning tasks for punishment rather than for educational or job-related reasons; intentional disruption of teaching, research or administrative activities; and intentional neglect of necessary communications.

2. Faculty members must not discriminate against, harass, or impose prejudicial treatment upon other faculty members, staff members, students, or other university participants because of race, color, religion, national origin, gender, sexual orientation, gender identity/expression, country of citizenship, age, political beliefs, or disability status, or because of any other criterion or characteristic that is impermissible under applicable constitutional or statutory provisions. This injunction includes decisions or recommendations concerning admissions, employment, promotion, retention, grading, and other professional matters.
3. Faculty members must not intentionally violate and must otherwise comply with all current university policies and procedures—including any annual or as-needed filing requirements—on Conflict of Commitment and Conflict of Interest disclosures.

4. Faculty members must not intentionally violate and must otherwise comply with current university and all applicable state and federal regulations on release of proprietary or confidential data, including but not limited to Equal Employment Opportunity Commission, Freedom of Information Act, and Health Insurance Portability and Accountability Act restrictions and requirements.

5. Faculty members must not intentionally violate and must otherwise comply with current policies and procedures for faculty leave requests, limits, and other terms as established by the Family and Medical Leave Act, the university, and its respective Colleges and Schools.

6. Faculty members must not intentionally violate and must otherwise comply with any and all other current university policies and procedures, rules and regulations.

7. Faculty members must comply with reasonable and appropriate instructions of their Chair, Division Chief, Program Director, Dean, vice president, president or other appropriate authorized university officer respecting the timely performance of their essential duties.

8. Faculty members must competently perform their responsibilities as teachers, scholars, and members of the university community. Decisions related to faculty member competence in the areas of teaching, scholarship, responsibility, service excellence and academic citizenship will be based on regulations and guidelines outlined in, and consistent with, relevant college or departmental criteria.

II. Duties to Students

Members of the faculty have the following specific responsibilities in connection with their teaching activities:

1. Faculty members are expected to remain current in their subjects, including their teaching and research skills.

2. Faculty members are expected to provide instruction in assigned courses at the regularly scheduled time, promptly beginning and ending each class. Failure to meet scheduled classes without prior notice to students is excusable only for reasons beyond the control of faculty members. Alteration of schedules, or cancellation or rescheduling of classes, may be done only for valid reasons (as determined by the department chair or program director and/or dean) and after adequate notice to students.

3. Faculty members are expected to remain available to their students in some capacity during the full course of their teaching terms as specified in the academic-year calendars established by their respective university Colleges or Schools.

4. Faculty members are expected to complete in a professional, timely and responsible manner all other teaching and academic assignments that they have accepted as, or which are a normal part of, their duties.

5. Faculty members shall engage in reasonable and substantial preparation for the teaching of courses assigned to them, consistent with their scope and nature and appropriate to the educational objectives they seek to achieve.

6. Faculty members must maintain regular office hours during which they are available for consultation with students, or otherwise assure their accessibility to students.
7. Faculty members must, at the beginning of a course, give reasonable notice to students of the general content of the course, what will be required of the students, and the criteria upon which their performance will be evaluated. Evaluations must be performed promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course. The criteria for evaluating student performance must relate to the legitimate academic purposes of the course.

8. Faculty members must not misuse the classroom by preempting substantial portions of class time for the presentation of their own views on topics unrelated to the subject matter of the course. Where faculty members find it pedagogically useful to advocate a position on controversial matters, in the interest of academic freedom they must exercise care to assure that opportunities exist for students to consider other views. Faculty members must not reward agreement or penalize disagreement with their views on controversial topics.

9. Faculty members must not use their position, authority, or relationship with students to obtain uncompensated labor for their own personal or pecuniary gain. They may not ask students to perform services unrelated to legitimate academic requirements of a course unless the student is adequately compensated for such services. Faculty members must not solicit gifts or favors from students. They must not accept gifts or favors where they have reason to believe that such a gift or favor is motivated by a desire to secure some sort of academic advantage.

10. Faculty members must not plagiarize the work of a student. Where a faculty member and a student work together, appropriate credit must be given to the student. Faculty members may not limit or curtail the right of a student to publish or otherwise communicate the results of their own scholarly activities.

11. Faculty members must not reveal matters related in explicit confidence by a student, except as required by law or university policy. Personal matters relating to a student must not be revealed by faculty members except to persons entitled to such information by law or university policies. Faculty members may, however, report their assessment of a student's academic performance and ability to persons making legitimate inquiry provided such disclosure is in accordance with the Family Educational Rights and Privacy Act (FERPA).

12. Faculty members have the same duties to students in clinical and research settings, in distance learning, and in other non-traditional settings, as they do in the traditional classroom.

13. Any faculty member or university employee with authority to assign or recommend course materials for any course offered by the university shall do so based on sound academic values, without any prospect of personal financial gain.

14. Faculty members have a responsibility to give individual evaluations of student performance, include providing grades in the manner and within the deadlines specified by the University's academic calendar, doing so honestly, fairly, and without bias, using appropriate criteria and following stated procedures.

15. Faculty members are expected (barring unavoidable circumstances) to attend commencements, convocations, and other appropriate university activities as directed by their Chair, Program Director, Dean, or other appropriate university official.

I. Professional Obligations

1. Faculty members are responsible for insuring that approval has been obtained from the appropriate review committees prior to initiating or becoming involved in research that involves human subjects,
vertebrate animals, radiation or radioactive compounds, use of recombinant DNA, biohazards, toxic substances, or any other material or activity covered by university, state or federal regulation.

2. Faculty members are responsible for monitoring ongoing research and teaching activities under their supervision to ensure that they continue to be conducted in accord with approved protocols. In addition, faculty must ensure that all personnel involved in such activities under their supervision are fully trained in accordance with relevant regulations.

3. Faculty members must avoid any form of misconduct in sponsored research, non-sponsored research, or other forms of professional activity. When reporting the results of their research or professional activities, faculty members must be honest in the presentation of the data and in the description of the work. Misconduct is defined as fabrication or falsification of data and/or results, plagiarism, or other practices that seriously deviate from those practices that are commonly accepted within the research community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations of judgments of data and/or results.

4. Faculty members must not plagiarize or permit the appearance that they are the author of work done by others.

5. When faculty members are engaged in joint research or other professional efforts with colleagues, they must exercise reasonable care to discharge their agreed obligations.

6. Faculty members whose commitments to the university include research, publication, or other professional endeavors must exercise reasonable care to discharge their agreed commitments.

7. When faculty members serve as supervisors of the professional work of other persons, they must not exploit their position for personal or pecuniary gain.

J. Other Obligations to the University

1. Faculty members must not purposely mislead the University by misrepresenting their qualifications as a faculty member or eligibility for University benefits.

2. Faculty members must not utilize their relationships with students or other university professional relationships, their status as a faculty member, or their access to university facilities and services, in a manner which involves or is part of a course of conduct constituting knowing participation in a criminally punishable violation of law and which is likely to interfere substantially with effective fulfillment of university functions or obligations.

3. Faculty members must avoid exploiting the university name or their own relation with the University for personal reasons that are unrelated to their legitimate academic or professional activities. They must not intentionally create the impression, in public appearances or statements, that they are representing the university, unless in fact, they are explicitly authorized to do so.

4. Faculty members must not misappropriate University property. They must not knowingly use university property in violation of state or federal law. They must not use university property or facilities for pecuniary gain, or for personal advantage, if the use of such property or facilities has no legitimate relationship to their academic service. Professional activities which serve to maintain or improve a faculty member's academic skills and which do not violate University restrictions on outside activities, have a legitimate relationship to their academic service.

5. Faculty members must not maliciously destroy University property, purposefully disrupt university programs, and purposefully inflict physical injury on other persons on campus, purposefully interfere with the legitimate activities of other persons on the university campus, or maliciously incite others to
do so.

6. Faculty members must comply with current university regulations outlining the amount of time that they may spend on non-university commitments, outside consulting, or other non-university employment.

7. Faculty members may be subject to discipline for violation of the Drug-Free Workplace Policy.

8. Faculty members are expected to relate and interact with staff, faculty, and students with the utmost level of professionalism, exhibiting the CLEDIC values of the University.

K. Other Outside Professional Obligations

1. All members of the faculty are expected to belong to, and participate in the affairs of appropriate professional and educational associations and societies in their respective fields and disciplines.

2. To the extent possible, members of the faculty are expected to deliver papers at meetings of professional and educational organizations and to contribute to professional and educational journals and publications at reasonable intervals. Within the limits of applicable budgets, this activity will be supported by the appropriate department.

3. A regular full-time faculty member shall not accept regular or part-time employment as a full- or part-time teacher during the academic year in another institution, without the prior notification to and approval from the department Chair or Program Director and the appropriate Dean(s).

4. Faculty members may serve as consultants. Such consultation or other remunerative occupation outside the University, however, should not exceed the bounds of current University policy and must not be undertaken without the appropriate notification to and approval of the department Chair or Program Director and the appropriate Dean(s).

5. Traditional scholarly activities such as, but not limited to, service on study sections and review panels, delivery of academic seminars, the review, presentation or writing of scholarly papers, and service on editorial boards, is considered part of the routine academic duties of faculty members. No advance review is required for activities of this type so long as they do not conflict with other faculty duties. Major and ongoing extramural academic commitments that are expected to require commitment of university resources and/or to conflict with other faculty duties, do require advance consultation and agreement with the department Chair or Program Director, the Dean, and other appropriate administrative officer(s), to assure that teaching, research, mentoring, and committee and other school and University obligations will be met.

6. When faculty members use university equipment or facilities in professional work for clients outside the university, the university shall be compensated for the actual burden, including direct costs, borne by the University for such use, and such compensation shall be at a rate determined by the Chair of the Department or Program Director and the Dean of the College or School in question, or by other officials of the university who are authorized to oversee such matters (does not include use through collaborations or partnerships).

4. CONFLICT OF COMMITMENT AND INTEREST

A. Conflict of Commitment
Charles R. Drew University of Medicine and Science (CDU) full-time\(^1\) faculty members have specific responsibilities and professional activities that constitute an appropriate commitment to CDU and the advancement of the education, research, and scholarship programs of and on behalf of CDU. The specific responsibilities and professional activities that constitute an appropriate commitment will differ across schools and departments, but they should be based on a general understanding between the faculty member and his or her department chair, school dean, and the university Provost.

Even with such understandings in place, however, attempts of faculty to balance CDU responsibilities with external (non-CDU) activities - such as private consulting, public service, or pro bono work – can result in conflicts regarding allocation of time and energies. Conflicts of commitment usually involve issues of time allocation. Whenever an individual’s outside professional activities exceed the generally acceptable limits for staff (eight hours out of a forty hour work week, calculated as eight hours per day, Monday through Friday); for faculty, as defined by individual faculty workload contracts, or whenever a full-time faculty member’s primary professional commitment is not to CDU, a conflict of commitment exists. If a situation that raises questions regarding a possible conflict of commitment arises, faculty should discuss the situation with his or her school dean, or the Executive Vice President of Academic Affairs and Provost (EVPAA/Provost).

CDU full-time faculty work shall be governed by the following:

1. CDU faculty are expected to provide 100% of their CDU commitment to fulfill their teaching, research, service, and administrative duties to the University. The allocation of faculty time among teaching, research, and service shall be as determined for individual faculty by their respective department Chair/Dean or Provost, in that order. The allocation of staff time to perform their respective administrative duties shall be determined by their supervisors.

2. Faculty whose professional licensures or certifications require a maintenance of practical or clinical service outside the University shall specify in their annual faculty plans the number of hours necessary to fulfill the requirement and seek the approval of the department Chair/Dean (Provost or President in the case of executive officers) before engaging in this service.

3. CDU faculty and staff members are encouraged to volunteer for community/public service beyond their roles and responsibilities at CDU. However, such volunteer service shall not be performed in conflict with faculty and staff’s primary roles and responsibilities, and the expectation of a reasonable level of productivity.

4. Notwithstanding the foregoing, any outside activity, even if it occurs outside of the Regular Work Week, will be viewed as a productivity conflict and conflict of commitment if the individual in question is failing to meet performance expectations consistent with his or her roles and responsibilities as specified in the work plan. Therefore, irrespective of the compensation agreement, faculty non-CDU activities must not adversely impact on teaching, publication, research, academic advising, service, and administrative duties to the University.

5. Failure to disclose an actual conflict of commitment or falsification of this statement may be grounds for disciplinary action.

\(^1\) For purposes of this policy, “full-time” refers to anyone with a full-time contract.

Revised: 2017

CDU Faculty Manual_2017_9-20-17
B. Conflict of Interest

A conflict of interest occurs when there is a divergence between an individual’s private interests and his or her professional obligation to CDU such that an independent observer might reasonably suspect that the individual’s professional actions or decisions are determined by considerations of personal financial gain.

CDU’s policy precludes faculty from having a financial interest in any other business that competes with CDU, except where such ownership consists of securities of the publicly owned corporation regularly traded on the public stock market. CDU’s policy also forbids engaging in, directing, managing, or consulting for a business or businesses that compete with CDU without the express written consent of the President or his or her designate. All the CDU faculty are required to seek clarification and approval from their Chair/Dean (in that order) before engaging in activities that they may suspect to have the appearance of conflict of interest before engaging in them.

The following conflict of interest guidelines must be observed by all faculty:

1. Faculty are required to complete a conflict of interest statement at hire and annually thereafter and disclose any potential conflicts of interest from other employment or other sources, including holding a financial interest in companies doing business with CDU. Failure to disclose an actual or potential conflict of interest or falsification of this statement may be grounds for disciplinary action.

2. CDU requires the highest standards of conduct and honesty of its directors, officers, faculty and staff. It is the obligation of the Trustees, employees, and all persons and organizations contracting to provide services to CDU to avoid involvement in activities that might conflict or appear to conflict with his or her own personal, professional, or business interests and the interest of CDU.

3. Faculty having an interest in suppliers of goods, services, and leases directly or through family, personal, or business connections must not undertake to act for CDU in any transaction involving that interest.

4. Faculty must not participate in the selection, award, or administration of a contract if they are considering employment with a potential CDU contractor or supplier of goods or services.

5. Faculty shall avoid outside employment involving obligations which may in any way conflict or appear to conflict with CDU’s interests.

6. Faculty shall provide full written disclosure of a business or a financial arrangement which might influence or appear to have the capacity to influence his or her official decisions or actions on CDU matters.

7. Faculty who have the authority to spend or commit CDU resources must complete the annual disclosure statement.

8. Faculty must refrain from personal and/or outside business activities that interfere with the normal work obligations at CDU.
9. Faculty must refrain from unauthorized disclosure of non-public information concerning CDU’s investment decisions; its property development, sale or acquisition; and its purchasing plans or its contracting activities.

10. Accepting personal gifts and favors from persons or organizations with which CDU has a business relationship is discouraged. Personal gifts of more than nominal value ($25.00) should be tactfully declined or returned to avoid the appearance or suggestion of improper influence. Faculty involved in the awarding of administration of contracts using federal or other government funds must keep in mind that the law prohibits soliciting or accepting gratuities, favors or things of monetary value from contractors or potential contractors.

11. Faculty shall not act or participate in CDU matters involving a member of his or her immediate or extended family, including but not limited to matters affecting such family member’s employment, evaluation, or advancement in CDU, without first making full disclosure. Such disclosure shall be in writing and include the nature of the familial relationship and the impact or potential impact of the faculty’s action on such family member. The disclosure shall be made in advance of actions taken relevant to the family member.

12. Faculty are encouraged to seek advance consultation from their Chair/Dean or Provost on matters that may involve or appear to involve a conflict of interest. If faculty have any issues related to conflict of interest, they need to be directed to the Provost first, then to the Academic Senate Grievance Committee. Faculty should refrain from participating in any way in the matter unless and until it is determined that a conflict does not exist and participation is authorized.

5. FACULTY GOVERNANCE

The faculty at CDU is a self-governing body operating in accordance with the shared governance statement of the Charles R. Drew University of Medicine and Science. The business of the faculty is carried out by the Academic Senate, which proposes and executes policy for the faculty by receiving reports from interdepartmental faculty committees. The Senate consists of a maximum of four representatives elected from each college/school. It is chaired by the President of the Senate and meetings are held bimonthly on the first and third Tuesday of each month. The meetings of the Senate are open to all members of the faculty and usually include reports of the various committees. In addition, the agenda usually includes one major issue for faculty resolution.

Academic Senate Members as of Fall 2017:

David Martins, MD, MS; President
Thomas R. Magee, PhD; Vice President

Ex-Officio:
Harold Abramowitz, MFA;
Mohsen Bazargan, PhD
Mervyn M. Dymally School of Nursing:  
Representatives  
1. Maria Recanita Jhocson, MSN, RN  
2. Mariles Rosario, MSN, RN, FNP-C  

College of Science and Health  
Representatives  
1. Victor Chaban, PhD, MSCR  
2. Cynthia Gonzalez, PhD, MPH  
3. Sondos Islam, PhD, MPH, MS  
4. Suzanne Porszasz-Reisz, PhD, MSCR  

College of Medicine  
Representatives  
1. Shahrzad Bazargan-Hejazi, PhD  
2. Cynthia Davis, MPH  
3. Arthur Fleming, MD  
4. Omolola Ogunyemi, PhD  

All members of the faculty participate in the governance through their elected representatives and on some occasions, the Senate will refer matters to the entire faculty in the Faculty General Assembly. The Faculty General Assembly meets on Tuesdays once a month. During this meeting all faculty are apprised of the actions taken by the Academic Senate. Reports are given by academic committee chairpersons as well as from administrative officers.  

A. Shared Governance Statement  

The Charles R. Drew University of Medicine and Science values shared governance for guiding the operation and oversight of the institution among its constituent bodies (e.g., governing board, senior administration, faculty, students, staff and community) as warranted. Clear areas of authority and responsibility are defined.  

The Board of Trustees of Charles R. Drew University of Medicine and Science recognizes the delegated authority of the Administration through the leadership of the President and the Provost, the faculty through the leadership of faculty committees and the Senate, and the overall obligation of the Board to ensure effective management and the smooth running of the University operations.  

At Charles R. Drew University of Medicine and Science, we uphold the spirit and principles of shared governance as reflecting all efforts of the university constituents to promote cooperation, inclusiveness, and transparency in policy making and implementation, and especially in recognition of the special role and expertise of the faculty, the input of students and staff, and the overall leadership of the Board in ensuring the effective management and the smooth running of the University operations. Individually and collectively, all stakeholders shall strive to establish a productive, trusting atmosphere in which policies and procedures are debated and enacted in order to ensure that decisions arise from the collective wisdom of the entire university community.  

In addition to the principles noted above, the University aspires to the following principles and institutional values):  

- Community  
- Leadership  
- Excellence  
- Diversity  
- Integrity  
- Compassion
The Board of Trustees recognizes the participative nature of governance in the academic setting, in which the responsibility for decisions is shared, to different degrees depending on the particular issue, among faculty, students, staff, administrators, and trustees. The Board of Trustees expects the administration and faculty to work together in good faith to implement the directives of the Board of Trustees and to achieve Charles R. Drew University’s mission.

Therefore, the Board hereby adopts the following statements that express the Board’s commitment to the spirit and the principles of Shared Governance for Charles R Drew University of Medicine and Science:

1. That the President, acting as the Chief Executive Officer, shall have the overall delegated authority of the Board to ensure effective management and the smooth running of the University operations.

2. That the Provost, as the second ranking university officer, shall act on behalf of the President in the President’s absence and as the Chief Academic Officer/Executive Vice President on behalf of the President to ensure effective management and the smooth running of the University operations.

3. That 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 which relate to the educational process. On these matters the power of review or final decision lodged in the Board of Trustees or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty [from AAUP Policy Documents & Reports, 2006].

4. That the Faculty, through the appropriate Faculty Senate and its appropriate subcommittees, shall act on all matters pertaining to faculty APPOINTMENT AND promotion subject to the approval of the Provost, the President, and the Academic Affairs Committee of the Board of Trustees.

5. That the Faculty, through the appropriate Faculty Senate and its appropriate subcommittees, shall act on all matters pertaining to faculty recruitment and hiring subject to the approval of the Provost and the President.

6. That the Faculty leadership and the Provost shall work together to develop and implement the University Faculty Handbook subject to the approval of the President, the Academic Affairs Committee of the Board, and ratification by the Board of Trustees for the effective management and the smooth running of the University operations.

7. That the President, acting as the Chief Executive Officer, shall consult with the faculty, through the faculty committees and/or the Faculty Senate, on matters such as senior leadership hiring and evaluation, university finances, university planning and matters deemed appropriate by the President in the spirit of shared governance and for the effective management and smooth running of the University operations.

8. That department chairs and program directors shall be appointed or reappointed for a specific term period by their respective deans with full consultation with faculty, subject to the Provost’s approval.
9. That the Provost, acting on behalf of the President and as the Chief Academic Officer/Executive Vice President, shall consult with the faculty, through the Faculty Senate and its appropriate subcommittees, on matters such as senior academic leadership hiring and evaluation, and academic planning and matters deemed appropriate by the Provost in the spirit of shared governance and for the effective management and smooth running of the University operations.

10. That the school or college Dean, acting on behalf of the Provost, shall consult with the college/school faculty, through the college/school faculty committees, on matters such as faculty and staff hiring and evaluation, college/school finances, college/school planning and matters deemed appropriate by the dean in the spirit of shared governance and for the effective management and smooth running of the operations of the college/school.

11. That the University shall ensure the protection of faculty academic freedom in the fulfillment of faculty roles and responsibilities, which include teaching, research and public service.

12. To ensure an ongoing progress on shared governance at Charles R. Drew University, the Board of Trustees hereby stipulates:

   a. That the Faculty Senate shall provide an annual report to the Academic Affairs Committee of the Board regarding the state of shared governance at Charles R. Drew University.

   b. That the Academic Affairs Committee of the Board, upon review of the Faculty Senate Annual Report on Shared Governance, may make further recommendations to the Administration and/or the Board of Trustees to further enhance and improve on the spirit and principles of shared governance for the effective management and smooth running of the university operations.

The aforementioned Statement on Shared Governance is hereby reviewed and adopted by the Charles R. Drew University Board of Trustees on

B. Constitution and Bylaws of the Academic Senate

Approved by the University Faculty
November 16, 2009
Ratified by the Board of Trustees
December 10, 2009
Amended by the Academic Senate Legislative Council: February 5, 2013
Amended by the Academic Senate Legislative Council: February 26, 2013
Amended by the Academic Senate Legislative Council: March 18, 2014
Amended by the Academic Senate: July 18, 2017 (Pending BOT Approval)

October 20, 2009

B1. Academic Senate Constitution

Preamble
Under the authority of the Board of Trustees, President, and Provost of Charles R. Drew University of
Medicine and Science (CDU), this constitution expresses the principles of policy and procedures through which the University Faculty (as defined in the faculty handbook) is consulted and make official recommendations concerning the affairs of the University. It establishes the organization of the University Faculty through which effective recommendations may be made about the operation of the University and the welfare of the faculty members.

**Article 1. Name**
The name of this organization shall be Charles R. Drew University of Medicine and Science (CDU) Faculty Senate

**Article 2. Purpose**
The purpose of this organization is to serve and function as the representative, deliberative, and legislative body of the CDU faculties

**Article 3. The Faculty**

*Section 1. Faculty Defined:* The faculty of the Charles R. Drew University of Medicine and Science are those persons employed by the University during the regular academic year whose primary assignment is to carry out the academic mission of the University, namely teaching, research, and service. A committee charged with evaluating academic qualification in the college, which the individual is appointed, shall resolve questions about the faculty status of an individual.

*Section 2. Academic Freedom:* The University and The Faculty endorse academic freedom and responsibility as essential to attainment of the goal of the unfettered search for knowledge and its free exposition. Academic freedom and responsibility are fundamental characteristics of the University environment and are always closely interwoven and at times indistinguishable. Academic freedom and responsibility are the twin guardians of the integrity and quality of higher education. Within the framework of shared governance, The University and The Faculty also recognize that the university is not just a corporate body created by operation of law. It is also a community of individuals associated in activities related to thought, truth, and understanding. It must therefore be a place where the broadest possible latitude is accorded to innovative ideas and experiments, where independence of thought and expression are not merely tolerated but actively encouraged. Because of the University's unique origin and mission, the faculty and students shall maintain the freedom to respond to the needs of underserved communities in the pursuit of equity and justice.

*Section 3. Academic Ranks:* Faculty ranks shall include assistant professor, associate professor, professor, full professor, and above in addition to other ranks prescribed by the University, including clinical faculty, community faculty, instructors, and lecturers. Appropriate academic rank and title may be accorded to persons engaged in instruction, administration, research, and extension.

*Section 4. Faculty General Assembly:* The General Assembly of the Academic Senate shall consist of all members of the University faculty. Everyone who holds a regular-series faculty appointment in one of the colleges (as Instructor, Assistant Professor, Associate Professor, or Professor) is eligible to serve as a senator once their appointment has been duly approved by the Appointments and Promotions Committee of their college or of the university. Others (including administrators, affiliated teachers and researchers) may be given college-faculty appointments with rights to participate in the Faculty General Assemblies in recognition of their expertise, responsibilities, and contributions to the University. The President, Provost, Vice Presidents, Deans, Associate Deans, Assistant Deans, and administrative officers of the university
enjoy similar privileges to participate in the Faculty General Assemblies. But they may not hold elective or appointive positions except as non-voting members of Senate standing committees. Neither may Senate members receive any emoluments from the Administration for their Senate service (excluding assigned parking space). This assembly shall have no legislative or executive power.

**Section 5. Faculty Senate:** The Faculty Senate shall be the legislative body of the University providing a forum for mutual exchange of ideas. In this case, the Senate may legislate matters that concern more than one college, academic unit, or general university interest. The Senate shall make rules, regulations, and Bylaws, as it may deem advisable for the fulfillment of its duties. All legislations are subject to the Board’s approval before implementation.

**Article 4. Faculty Senate Function**

The Senate possesses legislative authority, delegated by the University Board of Trustees, over academic policies, programs, and personnel. The Senate also serves as a forum for discussion and a source of advice on academic and community-health issues, on the supervision of clinical programs and personnel, on matters of budget, finance, university leadership, and development, and on the rights and welfare of faculty and the University as a whole. All academic and clinical responsibilities performed by non-Senate employees and affiliates of the University lie within the legislative authority of the Senate.

The Senate may enact legislation on the following subjects:

- Amendments to the Constitution and Bylaws;
- Procedures for conducting Senate elections and otherwise implementing this Constitution;
- The establishment, revision, and rescission of academic programs, departments, colleges, and degree requirements;
- Rules and requirements governing the admission, dismissal, and financial support of students and clinical trainees;
- The administration of research and educational grants, including the ethical use of human and animal subjects, personal and institutional rights to proprietary information and to intellectual property, and potential conflicts between the interests of donors and the freedom of academic researchers;
- Academic personnel decisions, including appointments, promotions, merit raises, terminations, awards of academic status, and the adjudication of charges of misconduct against academic employees and of grievances by academic employees.
- Policies that fall under these headings cannot be adopted, rescinded, or altered without Senate approval. The Senate alone governs the implementation of this Constitution. Senate concurrence is required for Constitutional amendments, for degree requirements, for the granting of degrees and academic honors to specific individuals, and for academic appointments that carry Senate membership.
- The Senate will work with the Administration to develop the annual budget of the University, review it before submission to the Board of Trustees, and do the same for any later modifications. The Office of Finance will, on a bi-monthly basis, present a financial report to the Senate. The Senate will study the report and make recommendations on problems and prospects of private and public funding and on ways to mobilize and coordinate faculty participation in helping to procure funding.
- All legislation are subject to Board of Trustees’ approval before implementation.

**Article 5. Faculty Senate Membership**

Revised: 2017
The Academic Senate of the Charles R. Drew University of Medicine and Science is a federation of the governing faculties of the University’s colleges. The Academic Senate shall meet in accordance with the Bylaws.

**Article 6. Parliamentary Authority**
The parliamentary authority for the Faculty Senate shall be Robert’s Rules of Order for any procedure not specifically covered in this constitution, or special rules of order or policies of the Senate. The faculty, Senate officers, chairs and members, President, Vice Presidents, Provost, Associate and Assistants to Provost and Vice Presidents, Deans, and Associate Deans, and other participants, agree to abide by these rules at all duly constituted meetings of the Faculty General Assembly.

**Article 7. Bylaws of the Academic Senate**
The Academic Senate shall establish a written set of Bylaws for the purposes of stating the faculty organization, procedures, practices, regulations, and policies implementing the provisions of this Constitution. The Bylaws shall contain, at least: (1) the procedures for and regulations governing the election of President, Vice President, and elected faculty from the respective colleges; (2) the organization and regulation of committees and other bodies of the University Faculty; (3) procedures for and regulations governing the formal and official consultation and recommendation responsibilities of the University faculty and its Senate; and the procedures and regulations governing the conduct of the business of the Faculty General Assembly and its Senate.

**Article 8. Amendment**
The constitution may be amended by a two-thirds majority casted vote by members of the Senate, provided they received and reviewed proposed change. Whenever an official reorganization of the University requires alterations to this Constitution, the Academic Senate shall establish a committee to make the necessary changes. Two-thirds majority vote will still remain.

**Article 9. Ratification**
This Constitution goes into effect upon its endorsement by the Board of Trustees and the affirmative votes of two-thirds of Senate members present. The incumbent Senate shall conduct both that vote and the first election for the new Senate and President.

* Additional Senate members are permitted by the Constitution, but they must first be recognized as such by the Committee on Academic Appointments and Promotions after ratification, elections, and Committee appointments.

**B2. Academic Senate Bylaws**

**Article 1. Composition**
The Academic Senate of Charles R. Drew University consists of a maximum of four Senate members from each college faculty (two elected each year for a two-year term), the immediate Past President, and current President of the Academic Senate and the chairs of the faculty committees of each college.

**Article 2. Responsibilities**
The Senate may legislate on any matter within its legislative authority. The Senate may also express opinions, concerns, and recommendations to the Administration, the Trustees, the wider University community, and the general public.
Article 3. Senate Elections

Section 1. Voting Rights: Members of the General Assembly, the Immediate Past President of the Academic Senate and the chairs of the faculty organizations of each College are non-voting members of the Senate and do not count toward a quorum.

- Any member of the Senate may propose legislation for discussion and, if seconded, for a vote, but proposed legislation must be circulated to the whole Senate at least a week before the vote unless the Senate decides, by the votes of two-thirds of those present, that a delay would imperil some University interest. Any proposal from a Senate Committee or, by petition, from at least twenty faculty members must be voted on by the Senate (no second required). It is subject to the same rule of advance notification as proposals from Senate members.

- Any three members of the Senate or the President of the Academic Senate may demand a secret ballot to protect members of the Senate and faculty from reprisals. Absent a secret ballot, any member may demand that individual votes be recorded.

Section 2. Direct Votes of the Senate: Instead of taking a decision itself, the Senate may, on any matter within its authority, call for a vote of the entire faculty, by mail or electronic ballot or in a plenary meeting. A faculty-wide vote or meeting may also be demanded by petition from twenty percent of the faculty. A quorum for action in any such case shall be one-third of Senate members in residence (not on extended leave, or sabbatical) at the time, and the same majorities are required for passage as in the Senate.

Section 3. Election, President: A Senate President shall be elected at large for a two-year term. He/she may succeed himself/herself once but may be elected again after a two-year gap. He/she may not serve simultaneously as an elected representative on the Senate. Candidates must be Senate members nominated by three other Senate members. The candidate who receives the greatest number of votes is thereby elected, with any tie resolved by chance.

Section 4. Election, Vice President: A Senate Vice President is elected by the Senate for a two-year term; election requires a simple majority for the motion to elect. Should the position of Senate President become vacant, the Vice President succeeds to that position for the remainder of the President’s term, which, if more than twelve months, counts as a whole term for the rule on self-succeSSION. Should the position of Vice President become vacant, the Senate elects a new Vice President for the remainder of the vacated term. The Vice President may serve simultaneously as an elected representative on the Senate.

Section 5. Elections, Senate Members: Each candidate for election shall receive at least one nomination from a member of their respective college faculty association. Then, all nominations will be prepared for election in which members of the faculty association vote. The nominee who receives the most votes shall serve the term. Each senate member serves a two-year term. Each year two members from each college are voted into the academic senate.

Section 6. Vacancies: Vacancies shall be filled by election for the remainder of the vacated terms. Senate members appointed in more than one college must choose one as their voting constituency.

Section 7. Recusal: Members of the Senate and Committees, including presiding officers, shall notify fellow members of any votes in which they have a special financial interest and of any that differentially affect their own welfare or that of their close friends or relatives. In case they do not
recuse themselves, a majority of their fellow members may demand their exclusion from such a vote.

Section 8. Removal: The Senate President, Vice President, Senate members, and Committee members may be removed from their positions for cause (for malicious, irrational, or dishonest conduct or for dereliction of duty but not for unpopular positions or their advocacy), and upon the votes of two-thirds of the whole Senate (President included).

Article 4. Senate Officers

Section 1. President: The Senate President calls, presides at, and sets the agenda for Senate and plenary meetings, refers complaints, proposals, and inquiries to the Senate or Committees, negotiates with the Trustees an annual budget for Senate operations, appoints and supervises Senate staff, serves on the Trustees Committee on Academic Affairs, advises the Administration and Trustees on any issues that he/she or they may raise, certifies all faculty actions and reports them to the Senate, Administration, and Trustees, submits an annual report on faculty concerns and accomplishments to those same audiences, and serves as public spokesman for the Senate.

Section 2. Vice President: The Vice President meets with the Senate, acts as President in the President’s absence, and serves as secretary of the Senate by announcing Senate and plenary meetings and circulating their minutes (unless the Senate votes to proceed in secret to protect someone from injury), by maintaining records of Senate actions and a census of Senate membership, and by publicizing elections and reporting their results.

Section 3. Parliamentarian: The Parliamentarian shall be the final authority as to questions regarding the conduct of meetings of the bodies of the Faculty Senate.

Section 4. Program Coordinator: The Faculty Senate Program Coordinator shall serve an administrative role and shall have the following responsibilities: (1) prepare meetings agendas, minutes, and scheduling; (2) keep record of all proceedings and committee reports; (3) make documents available; (4) organize elections; (5) serve as an ex-officio and attend all meetings of the Senate.

Section 5. Immediate Past President: Serves as an ex-officio in the advising of the president elect. Upon request, may suggest to the Senate and President on specific items, while providing information regarding decisions, pending activities, and any other requests made by the Senate and President.

Section 6. College Faculty Association Chairs: As ex-officio members, college chairs offer relevant expertise related to their respective colleges.

Section 7. Members: The elected members of the academic senate, support the decision making process associated with the organization’s responsibilities.

Article 5. Committees

Section 1. Standing Committees: The Senate has six standing committees appointed by the Senate. Besides Chairs, who may vote, they have equal numbers of additional voting members from each
college’s faculty and any nonvoting members whom the Senate may wish to include for their expert advice. Appointments are for two years, with no limit on reappointment. Each standing committee shall meet at least once every semester. The Senate may establish other, Ad Hoc Committees to serve for long or short durations and report to the Senate on subjects specified in their charge.

Section 2. Chairs: Committees elect their own chairs subject to the approval of the Senate. All regular series faculty members from any of the colleges (as Instructor, Assistant Professor, Associate Professor, or Professor) are eligible for membership in a Senate Committee.

Section 3. Membership: Faculty can only be members of one Senate Committee, with the exception of the Academic Senate, Academic Appointments and Promotions, and the Academic Rights, Privileges, and Grievances Senate committees. Each committee will comprise of 5 primary members and 5 alternate members. Only the primary member can cast a vote if both are present during a committee meeting. Every member of the faculty has the right to be heard by any standing Committee.

Section 4. Reporting: All standing committees report to the Senate President and to the Senate. Confidential matters related to the Academic Rights, Privileges and Grievances Committee and to the Academic Appointments and Promotions Committee will be reported only to the Senate President (the Senate President at his/her discretion may share reports from the Academic Rights, Privileges and Grievances Committee and from the Academic Appointments and Promotions Committee with the Senate as needed). Each standing committee shall submit an annual report of its activities to the Senate. All Senate approved recommendations are subject to the Provost, President, and Board of Trustees’ approval before implementation. Absent a vote to proceed in secret lest the University or some individual suffer harm, each Committee shall also keep a record of its proceedings and make it available to any interested Senate member.

Section 5. Committee on Programs and Assessment: The Committee on Programs and Assessment guides the implementation of policies that facilitate effective program, college, and university-wide student learning outcomes assessment. The committee’s charter includes: (i) monitoring national standards in student learning outcomes assessment, (ii) ensuring that program and college level assessment plans are tied to university-wide student learning goals, (iii) making recommendations for revisions to program, college, or university-wide assessment plans based on the university’s strategic and academic plans, (iv) making recommendations for improvements to the university’s infrastructure in order to support effective student learning and appropriate standardized student learning assessment, and (v) review and make recommendations for new program curriculum and proposals. The committee also reviews and recommends legislation to the Senate on the establishment, revision, and rescission of admissions, financial aid, curriculum changes, and degree requirements of departments, colleges, and programs of instruction.

Section 6. Committee on Faculty Affairs: The Committee on Faculty Affairs will respond to concerns of the faculty regarding compensation, workload, and contracts. It will also review legislation and operations on all aspects of research and education conducted at the University or under its authority or supervision, including but not limited to sources of funding, the allocation of overhead charges and university resources, the use of human and animal subjects, the sharing of information, and the protection and sharing of intellectual property. The committee makes recommendations to the Senate.
Section 7. Committee on Student Affairs: The Committee on Student Affairs ensures the academic development, availability of resources, and overall well-being of the students and facilitates their successful and timely progress toward graduation. The committee’s responsibility is to work with the Office of Student Affairs to support the development, review, and implementation of policies related to student affairs at the university, including recruitment and retention, academic and career advising, student rights and responsibilities, scholarships, alumni relations, and student life.

Section 8. Committee on Appointments and Promotions: The Committee on Appointments and Promotions reviews legislation and recommends policy at the university-wide level on the recruitment, appointment, and promotion of faculty and other academic personnel (adjunct and clinical).

Section 9. Committee on Clinical and Community Programs: The Committee on Clinical and Community Programs oversees all clinical and other community-service programs that the University has established, approved, or assigned academic responsibilities. Besides recommending policies as it sees fit to the Senate, Administration, and Trustees, the Committee shall seek ways to enable and encourage community members to sound effective alarms in reaction to poor performance and unmet needs.

Section 10. Committee on Academic Rights, Privileges, and Grievances: The Committee on Academic Rights, Privileges, and Grievances, on an as needed basis, hears, evaluates, and recommends responses to complaints of misconduct against faculty members as well as complaints by faculty members of unfair treatment by agents or agencies of the University. When a grievance is between faculty and administrative personnel an ad hoc committee will be established. The committee will comprise of members from the Senate and university grievance committees. The committee will be co-chaired by members of each grievance committee. Due to the confidential nature of grievances and the possibility of faculty-faculty, student-faculty, and faculty-administration grievances, recommended resolutions may be subject to the approval of the relevant dean, the Provost, the President, and/or the Academic Affairs Committee of the Board of Trustees before implementation.

Article 5. Meetings

Section 1. Meeting associated with the Academic Senate include: (1) Academic Senate Bi-monthly meetings; (2) Monthly General Assembly meetings; (3) Standing Committee Meetings; (4) Open Forums; (5) Closed Sessions.

Section 2. Quorum: Once a simple (50%) majority of the Senate members are present at the meetings, quorum is achieved. The Senate President counts towards a quorum and may participate in Senate and faculty-wide votes, but in the Senate he/she votes last and may not cast a secret ballot. In the Senate a quorum for taking action of any sort is fifty percent of elected representatives (unfilled positions not counted). Constitutional amendments require the affirmative votes of two-thirds of Senate quorum present. All other acts require a simple majority of those present.

Section 3. Agenda: The President and Program coordinator develop General Assembly and Academic Senate meeting agendas. Anyone who wishes to place an item on the published agenda shall present the item to the Chair or Program Coordinator in time before the scheduled meeting time. Those interested in
committee-specific agenda items should contact the Program Coordinator or the respective committee chairs.

Section 4. Minutes: The Faculty Senate Program Coordinator shall keep minutes for each meeting of the Senate, General Assembly, and Standing Committees. These shall be a summary of the discussion of every matter of importance, every motion, and votes.

Section 5. General Assembly Meetings: The General Assembly shall meet every second Tuesday of the month to discuss pertinent information associated with the faculty and university-wide items. In addition, the meeting shall provide a space for updates from the university administration, academic senate committees, and the academic senate, along with any other offices. The meeting will provide a space for faculty to share comments, questions and/or concerns. Finally, the meeting will also include highlights and introductions of our faculty.

Section 6. Academic Senate Meetings: The Academic Senate will meet every two weeks to discuss multiple faculty and university-related items. In addition, all voting and decision-making will take place during these meetings. The academic senate president and committee chairs, along with the college faculty association chairs will provide an update to the senate.

Section 7. Open Forums: The Senate may, in addition, conduct open forums to solicit the opinions and concerns of faculty members and others and may interpolate Faculty Committee Chairs, Administration officers, and those who manage educational, research, or clinical programs under the authority of the University.

Section 8. Closed Sessions: Monthly Faculty General Assemblies and committee meetings, including Academic Senate meetings, are open to all faculties. At every regularly scheduled monthly meeting of the Faculty General Assembly, there shall be an open session to discuss matters of general concern. This session may be followed by a closed session to discuss matters of a sensitive and or confidential nature that may be of concern to faculty members. Resolutions passed in a closed session shall be duly reported at the next open Faculty General Assembly. During closed Faculty General Assembly where a potential conflict of interest may exist because a faculty member has both an administrative and faculty role, e.g., discussions of concerns about the administration, any faculty member(s) with a senior administrative role (President, Vice Presidents, Provost, Associate and Assistant to Provost and Vice Presidents, Deans, and Associate and Assistant Deans, etc.) must be recused from participation in said meeting(s).

Section 9. Meeting Cancellations: A meeting shall be cancelled at the request of the President of the University, President of the Faculty Senate, and/or majority senate members.

Article 6. Amendment
Amendment to the Bylaws may be proposed by a passing motion at a regular meeting of the Faculty Senate, but may not be acted on until the next regular meeting of the Senate. Modifications shall require a two-thirds majority of the Senators present at said meeting. Whenever an official reorganization of the University requires alterations to these Bylaws, the Academic Senate shall establish a committee to make the necessary changes. Two-thirds majority vote will still remain.

Article 7. Ratification
These Bylaws go into effect upon its endorsement by the affirmative votes of two-thirds of Senate members present and the Board of Trustees. The incumbent Senate shall conduct both that vote and the
first election for the new Senate and President.
* Additional Senate members are permitted by the Bylaws, but they must first be recognized as such by the Committee on Academic Appointments and Promotions after ratification, elections, and Committee appointments.

C. College of Medicine Bylaws

The governance structure for the College of Medicine is described in the College of Medicine Bylaws. Membership, Mission, Vision and Goals, Authority, Officers and Committees are described. The Faculty Executive Board is the governing body of the College of Medicine faculty.

D. College of Science and Health Bylaws

The governance structure for the College of Science and Health is described in the College of Science and Health Bylaws. Membership, Authority, Officers and Committees are described. The Faculty Executive Board is the governing body of the College of Science and Health faculty.

E. Mervyn M. Dymally School of Nursing Bylaws

The governance structure for the Mervyn M. Dymally School of Nursing is described in the School of Nursing Bylaws. Membership, Rights and Responsibilities, Organization and Administration are described. The Faculty Executive Board of the CDU Mervyn M Dymally School of Nursing is the governing body of its faculty.

6. FACULTY APPOINTMENTS AND PROMOTIONS

A. CDU Faculty Status Definitions

I. CDU Policy under the auspices of the Office of the Provost establishes uniform definitions with minimum qualifications for appointment eligibility in the following faculty ranks:

   a. Instructor:
      Bachelor’s degree; evidence of professionalism and academic qualifications appropriate to discipline; exempt from research or other creative scholarly requirements; no expectation or obligation to advance to a higher academic rank.

   b. Lecturer:
      Master’s or other minimal post-baccalaureate degree appropriate to discipline; evidence of academic qualifications, professionalism, and scholarly promise; may have expectations or obligations to advance to a higher academic rank.

   c. Assistant Professor:
      MD, PhD or other terminal degree appropriate to discipline; evidence of qualifications, professionalism, and scholarly promise; typically has expectations or obligations to advance to a higher academic rank.

   d. Associate Professor:
MD, PhD or other terminal degree appropriate to discipline; evidence of scholarly ability and achievement; evidence of regional, if not national, reputation/recognition; typically has expectations or obligations to advance to a higher academic rank.

e. **Professor:**
MD, PhD or other terminal degree appropriate to discipline; evidence of sustained scholarly ability and achievement; evidence of a high level of national, if not international, reputation/recognition; no expectation or obligation to advance to emeritus status.

f. **Emeritus Professor:**
MD, PhD or other terminal degree appropriate to discipline; evidence of sustained scholarly ability and achievement; minimum of 10 years of continuous meritorious service at CDU; associate or full professor rank and in good standing at time of retirement; anticipates continued membership in the academic community with contributions to the intellectual, cultural or administrative life of the university.

II. Each college or school of CDU, under the auspices of its Dean retains discretion on whether to utilize an academic series designation and on faculty eligibility for voting rights in governing bodies at the college or school and campus (Academic Senate) levels. The university, under the auspices of the Provost recognizes the following academic series:

a. **Regular Series:**
For instructors and professors at any rank who are engaged in substantial teaching or research activities and who are primarily employed and compensated at CDU. These core faculty members hold voting rights in their respective college or school governing bodies and in the Academic Senate.

b. **Prefix Series:**
For instructors and professors at any rank who contribute to the College of Medicine mission through part-time or voluntary participation in clinical education/teaching, research/creative scholarly activity, or community service. These affiliate faculty members are self-employed or funded primarily through an employer other than CDU, and they hold voting rights in their respective college or school governing bodies and in the Academic Senate.

c. **Adjunct Series:**
For faculty members at any rank who are employed by CDU to teach or perform related duties on a part-time compensated and term-limited basis. Adjunct faculty appointments are by agreement and adjunct faculty members do not have voting rights in their respective college or school governing bodies or in the Academic Senate.

III. The normative cycles for full formal review of academic personnel are based on academic rank

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2 Both the College of Medicine and the College of Science and Health at CDU draw a distinction between a Career Academic and Academic series: faculty in the former series must demonstrate substantial effort and contributions in both education/teaching and research/creative scholarship with some service activity, whereas faculty in the latter series specialize in one form of academic activity (education/teaching or research/creative scholarship) with at least some effort and contributions in the other academic area as well as some service.

3 Prefix faculty include their area of contribution in their academic title (Clinical, Research or Community). This series was created originally by the College of Medicine at CDU to accommodate the special circumstances of clinical faculty who became widely dispersed with the closure of King-Drew Medical Center as a teaching hospital.
and series. The actual deadlines for completion of the next formal review of individual faculty are based on the effective dates of their initial appointment or last formal review.

<table>
<thead>
<tr>
<th>Faculty Review Cycles</th>
<th>Academic Series</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rank</strong></td>
<td>Regular</td>
</tr>
<tr>
<td>Instructor</td>
<td>1 year</td>
</tr>
<tr>
<td>Lecturer</td>
<td>2 years</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2 years</td>
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<tr>
<td>Associate Professor</td>
<td>2 years</td>
</tr>
<tr>
<td>Professor</td>
<td>3 years</td>
</tr>
<tr>
<td>Emeritus Professor</td>
<td>Exempt</td>
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</table>

The university under the auspices of the Provost also sets policy on what types of faculty actions must also undergo review at the campus level by the Academic Senate Appointment & Promotions Committee, and by the Academic Affairs Sub-committee of the Board of Trustees. Review committees at each level are advisory with powers of recommendation to their respective governing bodies and the officers with delegated final approval and signature authority.

<table>
<thead>
<tr>
<th>Delegation of Authority by Rank for Senate Faculty *</th>
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<tbody>
<tr>
<td><strong>Governing Body</strong></td>
</tr>
<tr>
<td>Board of Trustees</td>
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<tr>
<td>Academic Senate</td>
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<tr>
<td>Faculty Executive Board</td>
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<tr>
<td>Faculty Association</td>
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<td>tbn</td>
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* Non-Senate faculty (Adjunct series irrespective of academic rank) are a Dean's final with term-limited appointments by agreement.

Promotion to higher rank at CDU is neither an unqualified right nor an automatic consequence of having completed a certain period of service. Each academic rank represents certain qualifications and prerequisites, including a certain level of competence and a history of identified productivity. Advancement in rank is recognition of potential and a sign of confidence that the individual is
capable of greater accomplishments and of assuming greater responsibilities. The policy of the CDU is to grant advancement strictly on the basis of merit; therefore, promotions are made objectively, equitably, impartially, and in keeping with the stated criteria.

IV. Faculty members are considered “employees” of the university irrespective of whether they are affiliated on a full-time or part-time, compensated or non-compensated basis; provided they remain in an active status. They are therefore subject to the standard definitions of employee status for institutional reporting purposes. Additionally, the Office of the Provost distinguishes “core” from other faculty affiliates as follows:

**CORE Faculty** (with the exception of the Adjunct series):
- Full-time compensated faculty: all paid benefits-eligible faculty members (at least 50% paid effort).
- Part-time compensated faculty: all paid faculty members not eligible for benefits (less than 50% paid effort).
- Non-compensated faculty members subject to workload specified in an affiliation agreement.

**OTHER Faculty:**
- All other non-compensated faculty (all academic ranks and series) with an active status.
- All adjunct series faculty (all ranks)

*B. Appointments And Promotions*

For faculty members at all ranks, appointments and promotions are reviewed first in the college or school where the faculty member holds/will hold his or her primary appointment. Each college or school has an appointments and promotions (A&P) committee for this purpose and the committee forwards its recommendations to the Dean of the college or school. Appointment and promotion decisions are made entirely within the college or school at the Assistant Professor rank (and below) and for step changes at all faculty ranks. For appointments and promotions above the Assistant Professor rank, once a candidate is recommended at the college level, the Dean forwards the recommendations of the college on to the university-wide Academic Senate Appointments and Promotions Committee.

For faculty members seeking appointment or promotion at the Associate Professor and Professor ranks, following review at the school or college level, the Academic Senate Appointments and Promotions Committee reviews faculty members’ dossiers and forwards its recommendations to the Provost. The Provost makes the final decision on appointments and promotions at the Associate Professor rank. For Professor and Emeritus Professor appointments only, following successful review by the Academic Senate Appointments and Promotions Committee, the Provost makes a recommendation and, if in agreement with the committee, submits candidates’ dossiers to the CDU President and the Board of Trustees for approval.

Faculty members have the right to appeal an adverse decision at any step in the process outlined above. The University President shall be the final arbiter on appeals.

For faculty members who primarily hold administrative positions (e.g., President, Dean, Provost, etc.), the section below outlines the CDU appointment and promotions policies that apply.
Faculty Administrators Policy:

1. Policy Background Information:

Issues relating to peer review and evaluation criteria concerning the appointment and promotion status of faculty members who have assumed full-time or part-time positions as administrators, have been formalized in policies and procedures governed by the University and followed by the Academic Senate Appointments & Promotions Committee.

2. Applicability of Policy:

There are three types of faculty administrator roles at Charles R. Drew University:

A. **University Leaders** – sole role as senior administrators – (80-100% effort)

B. **Administrative Faculty** – primary role as administrators – (50-79% effort)

C. **Faculty Leaders** – partial role as administrators – (< 50% effort)

3. Effective Dates of Policy:

Faculty administrator appointment and promotion policies are effective from July 1, 2013 onwards.

4. Review Procedures:

**University Leaders** (A) and **Administrative Faculty** (B) will be assessed annually in regard to their administrative duties by the Provost and/or President’s office as determined by CDU Human Resource policies. Peer review by the Academic Senate Appointments & Promotions Committee regarding their appointment retention and academic promotion will be done according to the regular two- or three- year review cycle consistent with policies on academic rank and series.

Academic peer review for **Faculty Leaders** (C) with part-time administrative duties shall be conducted on a standard basis and review cycle according to their academic rank, series, and step per college/school and Academic Senate policy for all regular faculty members.

5. Interpretation of Faculty Administrative Policies and Implementation Guidelines:

**University Leaders** (A) and **Administrative Faculty** (B) will be evaluated with the understanding that they cannot devote significant time to teaching, research, and/or clinical activity. Therefore, the extent and quality of the administrative service must be taken into consideration and used as a substitution for regular academic evaluative activities, and this consideration shall be done at the complete discretion of the Academic Senate Appointments & Promotions Committee.

Some of the objective criteria that may be considered for peer review of **University Leaders** (A) and **Administrative Faculty** (B) include:

1) Scope and effectiveness of budgetary and financial management.
2) Appropriate college/school success, i.e., establishment or continued professional accreditation of specific academic programs or regional accreditation of the university.

3) National or international recognition of administrative contributions to the institution, a specific college/school, or specific academic program at the university.

4) Appropriate faculty support from the individual college/school (established by soliciting letters of support for administrative accomplishments).

5) Appropriate continued support from the office of the President and/or Provost (established by soliciting letters of support for administrative accomplishments).

6) Any award or recognition from outside the institution or the faculty member’s administrative unit or respective colleges/schools of their faculty appointment.

**Faculty Leaders** (C) with part-time administrative duties should be assessed according to the regular standards and criteria of established policy and procedure of each college/school and the Academic Senate per their academic rank, series, and step. Administrative achievements advancing the college/school or academic department/program with which they are involved can be considered. The main determination for success should be measured and assessed by regular criteria used for academic review and promotion for any faculty member.

Academic rank should not necessarily be advanced because of increased administrative responsibilities (i.e., faculty who assume the role of Chair of a department or Director of a program or the role of an Assistant Dean on a part-time basis should not automatically warrant consideration for accelerated advancement along the appointment and promotions pathway).

Each faculty member reviewed by an appointments and promotions committee who falls under these guidelines should be considered on an individual basis using the criteria as outlined above for informed judgment concerning an appropriate faculty appointment rank, step, and series.

6. **Sample Title Codes and Attendant Peer Review Criteria:**

   A. **University Leaders** - President, Provosts, Vice Presidents, Deans are subject only to section 5 criteria, not to criteria for regular peer review of faculty.

   B. **Administrative Faculty** – Directors, Associate/Assistant Provosts or Deans are subject to section 5 criteria and to criteria for regular peer review of faculty.

   C. **Faculty Leaders** – Department Chairs and Program Directors are subject only to criteria for regular peer review of faculty (see information below on each college or school’s peer review requirements).

The sections below outline the appointment and promotions processes for each of the university’s colleges and schools.

1. **College of Medicine**
Faculty members in the College of Medicine are appointed and promoted in accordance with criteria prescribed for their respective series and rank as outlined in the *Faculty Appointment and Promotion Criteria and Definitions (July, 2010)*. Appointments and promotions are initiated by the chair of a department, and forwarded to the COM Office of Academic Personnel. All new appointments must follow the Faculty Hiring Policy.

The College of Medicine offers appointments in three series, the Career Academic, Academic and Prefix (Clinical, Research, Community, and Visiting). All COM faculty members must demonstrate a contribution to academic citizenship.

The ranks of academic appointments are:
- Instructor (without step)
- Assistant Professor (Steps I through IV)
- Associate Professor (Steps I through III)
- Professor (Steps I through VIII)

- Appointments and promotions at the rank of Instructor or Assistant Professor in the Prefix Series are forwarded directly to the COM Dean for consideration and final approval. The Dean will inform the Provost of all appointments and promotions.
- Appointments and promotions at the rank of Instructor, Assistant Professor or Associate Professor in the Career Academic Series or Academic Series or at the rank of Associate Professor in the Prefix Series are forwarded to the COM Appointments and Promotions Committee. The A&P Committee reviews the complete dossier, renders a decision, and forwards its recommendations along with the complete dossier directly to the COM Dean who will present to the Provost for final approval.
- Appointments and promotions at the rank of full Professor in any series are forwarded to the COM Appointments and Promotions Committee. The A&P Committee reviews the complete dossier, renders a decision, and forwards its recommendations along with the complete dossier directly to the COM Dean for consideration and approval. The Dean will then forward a recommendation to the Provost for consideration and final approval.

**Appointments**

All appointments to the faculty are initiated by the department chair, who first consults the COM Dean and then with existing faculty in the department and solicits supporting information on behalf of the candidate. The department chair submits the candidate's curriculum vitae, self-statement, faculty activity plan, letters of recommendation, roster form and any other documentation as required by the "Procedures for Appointments and Promotions" to the Office of Faculty Affairs. Eligible new appointments to Charles R. Drew University College of Medicine faculty are simultaneously submitted for appointment to the UCLA faculty. All academic appointments including faculty and compensation determinations are subject to Provost’s approval before implementation.

**Promotions**

Promotions ordinarily occur as a result of the biennial review of faculty, but occasionally a chairperson may request an accelerated review on the basis of exceptional merit. Promotions are effective only in January or July.
The faculty member is notified that it is time for review at the same time as the department chairperson. The faculty member shall prepare a curriculum vitae in the standard format, complete a Faculty Activity Report and Self-Statement, and submit these documents to the chairperson together with any other documentary material (e.g., copies of publications). The department chairperson verifies the activity report and submits a request for promotion to the COM Office of Academic Personnel. This office may solicit additional evaluation materials before submitting the request for promotion to the College's Appointments and Promotions Committee.

The Appointments and Promotions Committee reviews the dossier and recommends appropriate action. Promotion is based on quantitative and qualitative evidence of contributions within the faculty member’s discipline and to the CDU College of Medicine as described for each series as outlined in the Faculty Appointment and Promotion Criteria and Definitions (July, 2010).

For complete College of Medicine appointments and promotions procedural guidelines, please visit the Office of Academic Personnel or please call (323) 563-9349.

CDU/UCLA Dual Appointment

The 2008 affiliation agreement between Charles R. Drew University of Medicine and Science and the University of California stipulates that, at least half of the CDU College of Medicine faculty members also hold faculty appointments in a clinical department of the David Geffen School of Medicine at UCLA. The process begins with the CDU department chair conferring with the DGSOM department chair on the faculty appointment, series and rank. Although the appointment and promotions process must proceed through both medical schools, it may be a simultaneous process, sharing a common set of elements for each medical school’s required dossier components. Some clinical departments at DGSOM have additional requirements and procedures. The proposed DGSOM rank and series will determine the pathway for approval at UCLA.

2. College of Science and Health

Faculty members in the College of Science and Health are appointed and promoted in accordance with criteria prescribed for their respective rank or special category as outlined in the College of Science and Health's appointments and promotions document. Appointments and promotions are initiated by the chair or director of a department/program, or appropriate substitute, and forwarded to the College's Appointments and Promotions Committee. When the recommendation has been considered by the committee, the committee forwards to the Dean of the College a letter stating its recommendation, together with supporting documentation. Should the Dean concur with the recommendation, he or she will forward it to the Provost.

Appointments and promotions in the Regular Series at the ranks of Associate Professor or Professor will proceed in accordance with the Academic Senate Appointments and Promotions Guidelines. All senior faculty recommendations must receive final approval by the Academic Affairs Committee of the Board of Trustees and the full Board of Trustees. All other recommendations will be forwarded to the Board of Trustees for information.

Adjunct Faculty

Faculty are employed for a defined term of service based on the level of their academic appointment. These appointments are renewable annually based on performance.

For complete College of Science and Health appointments and promotions procedural guidelines, please
3. Mervyn M. Dymally School of Nursing

Appointment to the faculty of the Mervyn M. Dymally School of Nursing (MMDSON) begins with the school’s Appointment and Promotions Committee. The process then follows the policies and procedures set forth by the university-wide Academic Senate Appointments and Promotions Committee. The full process for appointments and promotions in the School of Nursing is outlined in the School’s Appointment and Promotions Policy and Procedures document (February 2012). The School of Nursing adopts a two series system for faculty appointments and promotions; the Educator/Researcher series and the Educator/Clinician series.

Definitions:

**Educator/Researcher** Series faculty are those faculty members who meet criteria related to teaching, scholarship and service for appointment to the Educator/Researcher Series. The primary focus is on teaching and the conduct of research or other scholarly activities related to the development of knowledge within the discipline.

**Educator/Clinician** Series faculty are those faculty members who meet criteria related to teaching, scholarship and service for appointment to the Educator/Clinician Series. The primary focus is on teaching and practice in the delivery of nursing care in a practice setting. Scholarly activities are related to translating new nursing knowledge into clinical practice.

**Full-time Faculty** are those faculty members who fulfill all criteria related to teaching, scholarship, and service, typically on a full-time basis. See “Criteria for Appointment and Promotion” in the MMDSON Faculty Handbook.

**Adjunct Faculty** are faculty members responsible for teaching (that includes participation in interdisciplinary courses and other special courses offered through other units of the university), research, or clinical service on a part-time, term-limited basis. The appointment letter and/or contract will state specific responsibilities, terms of appointment for compensation and benefits, as well as the modified rank or special appointment provisions.

Eligibility for faculty appointment and promotion in the MMDSON requires that the candidate be in good standing with the University and the California Board of Registered Nurses, as required.

7. FACULTY WORKLOAD AND CONTRACTS

4. Faculty Workload Policy

CDU has an established policy and formula for determining full-time faculty workload. Full time faculty are expected to contribute to teaching, research, and service. Workload is based on an 80/20 formula of faculty activities and support, which differs depending on whether faculty are primarily supported by teaching responsibilities or by research grants. For teaching faculty, faculty are 100% at forty (40) workload units for undergraduate instruction, of which thirty-two (32) workload units are teaching units.
(equivalent factors for graduate instruction are thirty (30) workload units total, twenty four (24) for teaching). Twenty percent (20%) of pay is recognized as non-teaching University work which encompasses University service, research and scholarship activities, program and course development. It is expected that half of the 20% effort is used for research activities. For grant dependent faculty, faculty rate of pay is contingent upon availability of grants to cover 80% of faculty salary. The remaining 20% of pay is recognized for non-grant university work such as committee and community service.

B. Faculty Contracts

Each full-time faculty member at CDU has an annual or multi-year contract. The contract consists of four (4) elements: (1) The Faculty Employment Contract; (2) Faculty Workload Description; (3) Faculty Activity Plan; (4) Personnel Action Form. Contracts will be annual, effective July 1 of the year, and terminating on June 30 of the following year. Contracts are required of all faculty in all series, full-time or part-time, compensated or non-compensated (volunteer). The contract renewal process could begin no later than 5 months prior to the renewal date, and completed no later than 2 months prior to the renewal date. Annual and multi-year contract renewal is dependent on annual satisfactory performance as well as funding exigencies that may occur at the University level. Faculty that do not have or are expected to not have teaching or research activities that satisfy the 80% threshold are not eligible for the 20% contribution by the University. These faculty are considered part-time. Contract renewal is not a guarantee of academic advancement.

The Faculty Employment Contract specifies the Maximum Allowable Salary that a faculty member may earn for 100% full-time contribution. The Maximum Allowable Salary may be less than the actual compensation that a faculty member receives. Maximum Allowable Salary is benchmarked for each college or school against a national standard in the specific academic field or discipline. The document is signed by the faculty member and the Dean.

The Faculty Workload Description describes the duties to be completed by the faculty member for the period that the contract is enforce. The document specifies percentage of effort to be devoted to academic responsibilities including teaching, advising, research and creative activities, service, clinical practice, and administration. The document is signed by the faculty member, department chair/program director, and the Dean.

The Faculty Activity Plan is similar to the Faculty Workload Description, except it provides greater specificity in each area (e.g., specific courses to be taught, number of papers to be submitted, national professional committee or review panel service, academic citizenship, etc.). The items delineated on the Faculty Activity Plan will be the basis of accountability for determining if the faculty member met or exceeded outcomes and contributions at the time of the year. The document is signed by the faculty member, department chair/program director, and the Dean.

The Personnel Action Form specifies the precise compensation that a faculty member is to receive for the period that the contract is in force (July 1 to the following June 30).

C. Compensation Standards

Maximum Allowable Salaries for CDU faculty in each college or school are benchmarked against a national standard in the specific academic field or discipline. Each year, depending on the fiscal health of the University, a percentile of the national standard will be selected as the benchmark for the coming academic year. The national standards to be used are: Association of American Medical Colleges
National Compensation Survey (COM); Association of Schools of Allied Health Professions Institutional Profile Survey Report and Association of Schools of Public Health Faculty Survey Report (COSH); American Association of Colleges of Nursing Survey (SON). Taking into consideration, faculty qualifications, experience, rank, disciplinary benchmark, state and national benchmark, and institutional equity as well as the need of the department/college, the Provost shall be the final decider of faculty compensation.

Promotion and Compensation

Promotion is subject to recognition and salary (IBS) adjustment as determined by the Senate Compensation Committee with the final approval of the Provost. As of Fall 2017, all promotions are subject to the following adjustment in salary:

a. Promotion from Instructor to Lecturer ($3,000)
b. Promotion from Lecturer to Assistant Professor ($5,000)
c. Promotion from Assistant Professor to Associate Professor ($7,000)
d. Promotion from Associate Professor to Professor ($10,000)

D. Decreases in Salary

Academic base salaries of faculty members may be decreased only in accordance with an expressed agreement between the faculty member and the University or because of financial exigency. Decreases for financial exigency shall be limited to the following:

1. Simultaneous uniform percentage decreases in the academic base salaries of all faculty members in the University; and
2. Simultaneous uniform percentage decreases in the academic base salaries of a class of faculty members such as a particular rank, department, program, college or school.

No decrease for financial exigency shall be made except after consultation, initiated by the President (or the Provost as directed by the President), with the Legislative Council of the Faculty Senate or with representatives selected by the class of faculty members subject to a proposed decrease. Consultation shall cover such issues as the existence in fact of a financial exigency, the appropriateness of the selection of the particular class for salary decrease, alternative actions and the like.

If after such consultation the academic base salaries of faculty members are decreased, with or without the concurrence of the Senate or the representatives of the class of faculty members, the President (or the Provost as directed by the President) shall notify the affected faculty members, in writing, of (a) the fact that the academic base salaries of all of the faculty members in the University, or of a described class of faculty members, have been simultaneously decreased, (b) the formula applied uniformly to determine the amount of the decrease, and (c) the reasons for the action taken.

8. FACULTY ORIENTATION AND DEVELOPMENT

A. Faculty Orientation

Each new faculty member will participate in a CDU New Faculty Orientation provided under the auspices of the Office of the Provost. The CDU New Faculty Orientation will be in addition to any similarly
required orientation activities offered or required by the faculty member’s college, school, department or program. A Certificate of Completion of the New Faculty Orientation is required for finalizing the initial faculty appointment.

B. Faculty Development

The strength of the university depends on an intellectually vigorous faculty continuously updating its skills and expertise to maintain excellence in student learning (teaching), creation of new knowledge (research), and service to the university (academic citizenship), the community, and the profession (service excellence). CDU supports faculty development initiatives in order to assist faculty members to meet those goals. Faculty development is the joint responsibility of the faculty member, the department/program, the college or school, the Office of Faculty Development and Assessment (OFDA), and the University.

CDU is committed to promoting participation in professional development activities by its faculty members to ensure acquisition or enhancement of pedagogical skills that reflect time-proven methods as well as current instructional trends and modern delivery modes; basic, clinical and translational research skills; inter-professional team, team-building and team leadership skills; contribution to regional and national forums on research, education policy, and practice, and other professional activities.

Each year, the faculty member in collaboration with his/her department chair/program director will identify gaps in knowledge and/or skills, or new areas to enhance that will be addressed during the following year through faculty development activities. Faculty development achievement goals will be established and identified in the faculty member’s Faculty Activity Plan as an accountability indicator at the time of contract renewal and/or possible advancement or promotion. A summary of these analyses will be provided to the Provost in order to focus CDU faculty development offerings on the needs of the faculty members, the departments/programs, college or school or the University.

9. FACULTY EMPLOYMENT

A. Equal Employment Opportunity

CDU is continuing to take conscious and deliberate steps to assure equal employment opportunity for all faculty. Affirmative action to achieve equal employment opportunity extends throughout the employment of the University's faculty and staff. It is the aim of the University to encourage faculty members to realize their potential, to assist them in functioning more effectively and to reach a level commensurate with their ability and ambition. It is the practice of the University to make additional efforts to recruit, employ and advance members of diverse groups, as well as groups formerly under-represented at the various levels of responsibility who are qualified and who may become qualified through appropriate training and experience. Included in these efforts are women, minorities, persons with protected disabilities, Vietnam-era veterans, as well as those with religious consideration.

For complete procedural guidelines of the Equal Employment Opportunity policy, see the Administrative Policy Manual.

B. Faculty Evaluation

Faculty members undergo regular evaluation at the level of the college or school. These evaluations
occur at two different times and places, and for different reasons.

1. Annual contract negotiations (See 7. Contracts and Workload above). This evaluation is conducted at the department or program level and based on performance review and workload needs.

2. Academic advancement and promotion. This evaluation is conducted at the level of the department or program as well as the college or school. Associate Professors and Professors are also evaluated at the campus-wide level (See 6. II. Faculty Appointments and Promotions, CDU Faculty Status Definitions.) The evaluation processes at each level include self, student, peer (internal and external) and department chair/program director evaluations. Criteria for teaching effectiveness, scholarship, research productivity and service are available to faculty within the colleges (See IV. Faculty Appointments and Promotions).

If it is found during the faculty evaluation process that there is a need for professional development, the faculty member involved shall be informed of that finding at a meeting with the respective department chair/program director and/or Dean. The faculty member shall also be informed of the concerns in writing. Professional/faculty development activities are outlined at that meeting to address the areas of concern.

C. Faculty Retention

Faculty retention is determined by performance and workload needs of the department or program, college or school and the University. Every academic program undergoes an Academic Program Review at the level of the University.

D. Faculty Separation

When a department or program is discontinued for valid financial considerations in accordance with University procedures, an attempt to relocate members of the faculty within the University shall be made. In considering any transfer of a faculty member, the rights of the faculty as expressed in the Memorandum of Agreement shall not be impaired. The University’s obligation to those faculty members whose academic base has been terminated must be balanced with the considered opinion of the receiving department or program on the suitability of any transfer. The final decision on any transfer is made by the Provost on the recommendation of the Dean of the College or School.

If suitable intra-college/school transfer cannot be effected, the possibility of transfer to another college or shall be pursued in accordance with the above paragraph.

If, after full exploration of the opportunities for transfer, no suitable appointment within the University can be found for faculty members affected by the discontinuation of a department or program, and if the continuation of their salaries would become an undue burden on the University, proceedings to terminate academic affiliation with that faculty member under the financial exigency provisions may be implemented.

When a faculty member voluntarily resigns from the University, a letter of resignation indicating the effective date of resignation is submitted to the department chair or program director by the faculty member. The department chair/program director then notifies the Dean with a copy of the letter. The Dean notifies the faculty member within 5 working days of the acceptance of the resignation, and sends a copy to Human Resources. Human Resources then generates the PAF.
Faculty members who intend to terminate their services at the end of their appointments should notify their department chair/program director by letter one year in advance, if possible, and no later than February 1 of the last year of the appointment.

College of Medicine faculty who leave voluntarily, may retain a faculty affiliation (typically as a non-compensated volunteer) if the department chair and faculty member so desire, pending approval by the Dean and the Provost. Retaining a faculty affiliation will require a change to the Prefix Series with a Chair Nomination Letter, and a revised Self-Statement and revised Faculty Activity Plan. An approved faculty for affiliation shall receive a letter of appointment as an affiliate with specific terms, renewal process, and ending date.

Notification to UCLA of CDU Faculty Separation

In the case of a CDU faculty member who is separating and has a dual appointment at UCLA, the CDU department chair will send notification to the UCLA Dean's Office:

University of California/Los Angeles
Office of the Dean
Academic Affairs
UCLA School of Medicine
Center for Health Sciences
10833 Le Conte Ave., Room 12-138
Los Angeles, CA 90024-1722

A person may be terminated from the faculty by nonrenewal of appointment or by discharge. Nonrenewal of appointment requires written notification to the faculty member by the chairman at least six months in advance of the expiration date of the current term and written concurrence by the Dean or Associate Dean for Faculty Affairs.

A faculty member whose appointment is not being renewed may appeal the decision to the Provost who will review grounds for appeal and render final decision. Nonrenewal will not be a cause for grievance to the Faculty Council.

Discharge, as distinguished from nonrenewal, from the full-time faculty requires proof of charges reflecting unfit character, professional incompetence or failure to fulfill responsibilities of the position held by the faculty member. Grievances concerning discharge will be heard by the Grievance Committee of the Faculty.

Faculty Termination and Separation

When a faculty member is terminated from CDU, a letter and a Personnel Action Form (PAF) indicating the effective date of termination is submitted by the department chair or program director to the Dean. The PAF is processed in the Dean’s Office and is then forwarded to the Office of Human Resources. A letter informing the faculty member of his/her termination must be sent by the Office of Human Resources. All faculty rights and privileges cease at the point of separation or termination and in the case of uncompensated faculty, at the point of inactive or nonrenewal status.

E. Sabbaticals
A sabbatical leave may be granted to a full-time faculty member after six years of continued full-time service at the University. Deans, Department Chairs and Program Directors should take into consideration the following factors when making recommendations for sabbatical leave to the Provost:

1. The faculty member must have rendered service in the University for at least six consecutive two-semester periods, or academic years, preceding the beginning of the leave. Only service rendered subsequent to the return from the most recent sabbatical leave and subsequent to the most recent break in service is counted. The only exception is that all time served between the two periods of a split sabbatical leave counts for a subsequent sabbatical leave.

2. A definite and well-defined research or study program must be submitted for approval. A candidate should indicate the nature of the project and the extent of work to be completed during the sabbatical.

3. Sabbatical leave for one year will be allowed at 50% of the faculty member's current salary for the period of the sabbatical. Sabbatical will be allowed at 100% of the faculty member's current salary for one semester.

4. Sabbatical leaves are granted to enable recipients to be engaged in intensive programs of research, services and/or study; thus to become more effective teachers and scholars and to enhance their services to the University.

5. The absence of a faculty member should not jeopardize the academic program of his/her department.

6. If it is required that the faculty member receive a salary, he/she must return to the University for at least one year after the completion of the sabbatical. If the faculty member fails to return, the faculty member is responsible for repayment of salary received during the sabbatical.

7. A report shall be provided to the Dean, Department Chair or Program Director upon the faculty member's return from sabbatical leave along with a final report upon completion of their project.

8. Faculty members meeting the above requirements have the option of requesting an unpaid sabbatical.

9. All benefits of salaried faculty shall continue during the sabbatical.

All sabbatical leaves require prior approval at least a year prior to the sabbatical and are granted based on the availability of resources.

10. FACULTY GRIEVANCE AND COMPLAINTS

Faculty conflicts should be resolved in an informal manner whenever possible. If informal procedures have failed to reach a satisfactory resolution of the problem, the formal grievance process may be initiated.

A grievance is any complaint made by a faculty member that has not been satisfactorily resolved in an informal manner. Any faculty member, regardless of series, may file a grievance. If a faculty member has been fired or suspended, he or she may file a grievance within six (6) months of the date of suspension or termination.

A complaint by a faculty member concerning his or her terms and conditions of employment and which
raises issues of university-wide concern is a matter which falls within the jurisdiction of the Academic Senate. Matters of university-wide concern include inter-college issues and/or matters associated with University governance by its executive officers.

When a grievance is between faculty and administrative personnel an ad hoc committee will be established. The committee will comprise of members from the Senate and university grievance committees. The committee will be co-chaired by members of each grievance committee.

In order to maintain an accurate data bank and to avoid multiple grievance hearings, the college or school Faculty Grievance Committees are the initial repositories for all college or school grievances. These committees are charged with conducting an independent and impartial review of all grievances and with making decisions and recommendations based upon the information presented. In the event that the grievance has university-wide implications, it will be forwarded to the Academic Senate for review.

Faculty wishing to file a formal grievance must submit a written Statement of Grievance to the Faculty Grievance Committee within the specified time frame. Once the Committee has completed its review, it will submit its recommendations to the Dean of the respective college who may either accept, reject, or refer the recommendation back to the Committee for clarification. In the case of disputes between or among faculty members from two or more schools/colleges, the Faculty Grievance Committee shall forward its recommendations/resolutions to the Provost who may accept, reject, or refer the recommendation back to the Committee for clarification.

Either party to the grievance may appeal the Dean's decision to the Provost. The Provost's decision following this appeal will constitute a final and binding decision of the grievance. For complete faculty grievance procedural guidelines, call (323) 563-5969 for the College of Medicine or (323) 563-5851 for the College of Science and Health.

Contact the Academic Senate at (323) 249-5704 for faculty grievance procedures at the University level.

11. INSTITUTIONAL POLICIES AND PROCEDURES

A. Occupational Safety

The Department of Human Resources conducts the Institutional Health and Safety Division Program to promote a safe working, learning and service environment for the entire University. The Program's services include safety training, work site inspections, wellness activities, and emergency preparedness. Human Resources also handles workers' compensation claims for work-related injuries or illnesses. For information on the Safety Program and Workers' Compensation insurance, contact the Human Resources Director at (323) 563-5827.

B. Drug-Free Workplace and Schools Policy

Charles R. Drew University of Medicine and Science recognizes drug dependency (including addiction to controlled or prescription drugs, over-the-counter medications, alcohol or tobacco) as an illness and a major health problem. The University also recognizes drug dependency as a potential health, safety and security problem within the campus environment.

Faculty are expected and required to concentrate on their work, and while on campus, to maintain themselves in a mental and physical condition appropriate to serious and productive enterprise.
objective of the University's policy is to provide a drug-free, healthful, safe and secure campus and work environment.

Each new faculty member is provided a copy of this policy during initial orientation and a written reminder of this policy is distributed annually to each faculty member. All individuals are required to abide by the terms of this policy.

The complete policy on drug-free workplace and schools can be found in the Administrative Policy Manual.

C. Smoke and Tobacco-Free Workplace and Schools Policy

Charles R. Drew University of Medicine and Science is a smoke and tobacco-free campus. The policy confirms CDU’s commitment to saving lives and creating a healthy environment for the many who learn, work, visit, and spend time at CDU.

As a leader in health and health care for underserved communities, CDU has an affirmative duty to contribute to the reduction of tobacco use and secondhand smoke exposure, especially as it pertains to our students, faculty, staff, and visitors. Going smoke and tobacco-free supports the University’s vision of “[e]xcellent health and wellness for all …” in an ever growing health-conscious society.

Creating a safe environment for our students, faculty, and staff is of paramount importance. This policy does not require smokers or tobacco users to quit. Indeed we know that many such individuals struggle with addiction and the University is sensitive to this fact. However, smokers or tobacco users are prohibited from smoking or using tobacco on CDU property.

Each new faculty member is provided a copy of this policy during initial orientation and a written reminder of this policy is distributed annually to each faculty member. All individuals are required to abide by the terms of this policy.

The complete policy on smoke and tobacco-free workplace and schools can be found in the Administrative Policy Manual.

D. Workplace Violence

Charles R. Drew University of Medicine and Science recognizes the importance of maintaining a safe workplace with faculty, staff and students who are honest, trustworthy, qualified, reliable and non-violent, and do not present a risk of serious harm to other members of the University community. All University members are strongly encouraged to immediately report any potentially threatening, dangerous, harmful or criminal behavior that may negatively affect the safety, security, productivity or financial interest or integrity of the University or its workplace. These incidents should be reported to Human Resources at (323) 563-5827 and Security Services at (323) 563-4918.

E. Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits discrimination against a qualified person with a disability in employment practices, such as, job application procedures, hiring, promotion, discharge, compensation, training, benefits and other conditions of employment. The University provides equal employment opportunity and reasonable accommodations to all qualified persons, in all aspects of the
employer-employee relationship, as required by applicable laws. For assistance in locating or obtaining auxiliary aids, questions regarding the aspects of accessibility to buildings, parking, transportation, telecommunications or the ADA in general, please contact the Department of Human Resources at (323) 563-5827.

F. Harassment

Charles R. Drew University of Medicine and Science is committed to providing a work and educational environment that is free of discrimination and unlawful harassment. The University seeks to prevent and prohibit misconduct on the campus, including sexual harassment or any other type of harassment by fellow students, staff or faculty. Actions, words, jokes or comments based on an individual's sex, race, ethnicity, age, religion, sexual orientation or any other legally protected characteristic will not be tolerated.

Any faculty member, staff member or student who feels that he or she has been harassed should make it clear to the offending individual that such behavior is offensive and unwelcome. If the behavior continues, the incidents should be reported immediately to the appropriate authority. For complete procedural guidelines of the general harassment policy, see the Administrative Policy Manual.

G. Sexual Harassment

It is the policy of Charles R. Drew University to maintain an academic and work environment free of all forms of harassment, exploitation or intimidation including sexual harassment. Every member of the University community should be aware that Charles R. Drew University will not tolerate sexual harassment and that such behavior is prohibited both by law and by University policy. Retaliation against a person who brings a complaint of sexual harassment is also strictly prohibited and may result in separate disciplinary action. The University is committed to preventing and eliminating sexual harassment through education and by encouraging faculty, staff and students to report any concerns or complaints about sexual harassment. Prompt corrective measures will be taken to eliminate all forms of harassment including sexual harassment, whenever and wherever it occurs.

In the event a situation arises involving harassment of any kind, faculty members should do one of the following:

♦ Bring the matter to the attention of a Department Chair, Program Director, or Dean.
♦ Request a meeting with a Human Resources Department representative.
♦ Call the compliance hotline at (310) 335-2572. If the circumstances are such that you would feel more comfortable discussing the issue with an outside employee relations firm, call the hotline.

The complete policy on sexual harassment can be found in the Administrative Policy Manual.

H. Non-Discrimination Policy

Charles R. Drew University of Medicine and Science is committed to the policy that all persons shall have equal access to employment and promotional opportunities. The University prohibits discrimination because of age, ancestry, color, physical or mental disability, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status.
Sign off – Charles R. Drew University of Medicine and Science Faculty Handbook Approval

This signature page reflects the joint approval of the Charles R. Drew University of Medicine and Science Faculty Handbook by the faculty and administration effective January 1, 2018.

David S. Martins, MD, MS  
President, Academic Senate  
Charles R. Drew University of Medicine and Science

Steve O. Michael, PhD  
Executive Vice President of Academic Affairs and Provost  
Charles R. Drew University of Medicine and Science

David M. Carlisle, MD, PhD  
President and Chief Executive Officer  
Charles R. Drew University of Medicine and Science

Patrick Dowling, MD, MPH  
Chair, Academic Affairs Committee of the Board of Trustees  
Charles R. Drew University of Medicine and Science

Marvin O’Quinn, MPH  
Chair, Board of Trustees  
Charles R. Drew University of Medicine and Science
CONFLICT OF INTEREST

CDU POLICY 201.5

Issuing Officer: Vice President of Finance and Chief Business Officer
Responsible Office: Department of Human Resources
Effective Date: January 1, 2019
Revised Date/Review Date: July 7, 2017
Supersedes: Conflict of Interest, CDU Policy I.E. 00370, Conflict of Interest, January 25, 2011

PURPOSE:
This conflict of interest policy is designed to help directors, officers, faculty and staff of Charles R. Drew University of Medicine and Science identify situations that present potential conflicts of interest and to provide the University with a procedure that allows for the analysis of the transaction to evaluate whether a conflict exists. In the event there is an inconsistency between the requirements and the procedures prescribed herein and those in federal or state law, the law shall control.

POLICY TEXT:
It is the University’s policy to discourage employees from having a financial interest in any other business that competes with the University, except where such ownership consists of securities of a publicly owned corporation regularly traded on the public stock market. The University’s policy also forbids engaging in, directing, managing, or consulting for a business or businesses that compete with the University without the express written consent of the President or his or her designee. If an employee thinks that there is a possibility that they may have a conflict of interest, it is the Employee’s responsibility to notify the Department of Audit and Compliance and request approval before becoming engaged in outside activities or relationships that could violate this policy.

1. Employees are required to complete a conflict of interest statement at hire and annually thereafter and disclose any potential conflicts of interest from other employment or other sources, including holding a financial interest in companies doing business with the University. Failure to disclose a conflict of interest or falsification of this statement may be ground for disciplinary action up to and including termination.
2. Charles Drew University requires the highest standards of conduct and honesty of its directors, officers, faculty and staff. It is the obligation of Trustees, employees and all persons and organizations contracting to provide services to the University to avoid involvement in activities that might conflict or appear to conflict with their own personal, professional, financial or business interests and the interest of the University. University Trustees, management and staff must be aware that decision making in matters in which a conflict of interest may exist could create an appearance of impropriety.

3. Employees having an interest in suppliers of goods, services, and leases directly or through family, personal, or business connections must not undertake to act for the University in any transaction involving that interest.

4. Employees must not participate in the selection, award or administration of a contract if they are considering employment with a potential University contractor or supplier of goods or services.

5. Employees shall avoid outside employment involving obligations which may in any way conflict or appear to conflict with the University's interests. A conflict of time commitment is considered to exist if outside activities impact the employees' ability to fulfill his/her job responsibilities.

6. Employees shall provide full written disclosure of a business or a financial arrangement which might influence, or appear to have the capacity to influence, his/her official decisions or actions on University matters. Revised disclosures shall be made when significant changes occur.

7. Employees who have the authority to spend or commit University resources shall make disclosure a matter of record through the annual completion of a disclosure statement.

8. Failure to disclose actual or potential conflicts of interest may be cause for disciplinary action, up to and including termination of employment.

9. Employees are encouraged to seek advance consultation from the Department of Audit and Compliance on matters which may involve, or appear to involve, a conflict of interest. The employee should refrain from participating in any way in the matter until and unless it is determined that a conflict does not exist and participation is authorized.

10. Employees must refrain from personal and/or outside business activities in which they could use or might appear to have the opportunity to use their position for personal gain.
11. Employees must refrain from unauthorized disclosure of non-public information concerning the University’s investment decisions; its property development, sale or acquisition; and its purchasing plans or its contracting activities.

12. Accepting personal gifts and favors from persons or organizations with which the University has a business relationship is discouraged. Personal gifts of more than nominal value ($25.00) should be tactfully declined or returned to avoid the appearance or suggestion of improper influence. Employees involved in the awarding or administration of contracts using federal or other government funds must keep in mind that the law prohibits soliciting or accepting gratuities, favors or things of monetary value from contractors or potential contractors.

13. Employees shall not act or participate in University matters involving a member of his/her immediate or extended family, including but not limited to matters affecting such family members’ employment, evaluation or advancement in the University, without first making full disclosure. Such disclosure shall be in writing and include the nature of the familial relationship and the impact or potential impact of the employee’s action on such family member. The disclosure shall be made in advance of actions taken relevant to the family member.

**BACKGROUND:**
Conflict of interest is a situation in which an employee who is in a position of trust, has a competing professional or personal interest. A competing interest can make it difficult to fulfill his or her duties impartially. A conflict of interest can exist even if no unethical or improper act results. It can create an appearance of impropriety that can undermine confidence in the employee, their activity and the profession and impair an individual’s ability to perform his or her duties and responsibilities objectively.

**APPLICABILITY:**
All Staff, Faculty Administrators, and Faculty Members

**ROLES AND RESPONSIBILITIES:**
All employees are responsible for understanding and adhering to this policy.

**COMPLIANCE:**
Breaches of this Policy will not be tolerated and can lead to disciplinary and other actions up to and including termination of employment.

**APPROVING AUTHORITY:**
The University President and Board of Trustees

**DEFINITIONS:**
The term “conflict of interest” applies not only to the personal interests of the individual but also to the interests of others with whom the individual has substantial common financial interests if these interests are relevant to the functions to be performed. Therefore, in assessing an individual’s potential conflicts of interest, consideration must be given not only to the interest of the individual but also to the interest of the individual’s employer, the individual’s business partner’s and others with whom the individual has substantial common financial interest.

PROCEDURES:

1. If an employee finds that he/she is faced with a possible conflict of commitment or conflict of interest, the employee shall complete the Conflict of Interest Disclosure Questionnaire and submit it to the Department of Audit and Compliance.

2. If an employee has knowledge of a possible or actual conflict involving another employee, the employee who has acquired the information has an affirmative duty to disclose such information to the Department of Audit and Compliance.

3. The Department of Human Resources will provide a copy of this policy to all new employees on the first day of employment during New Hire Orientation.

4. Designated employees shall be notified annually to complete and submit a Conflict of Interest Questionnaire and to update the questionnaire whenever material changes occur.

5. The Procurement Department will ensure that all vendors and independent contractors complete the Report of Gifts, Gratuities and Conflict of Interest Questionnaire. Continuing vendors shall complete the Conflict of Interest Questionnaire annually.

RELATED POLICIES:
CDU-APM Finance Section (Internal Control) 02-00-01 to 02-07-01
POLICY STATEMENT
Providers of health and psychiatric/psychological services to Charles R. Drew University of Medicine and Science (CDU) College of Medicine Medical Degree (COM MD) Program will not be involved in the academic assessment of or in decisions about the promotion of medical students. Neither faculty nor residents will be designated as supervisors/evaluators of medical students when there may be a conflict of interest.

PROCEDURES
Faculty and residents at CDU may encounter various types of conflicts of interest when teaching or assessing students or participating on committees involving decisions about medical students and medical student applicants. The following procedures outline the expectations of individuals encountering specific types of conflicts of interest, and how they are to avoid them.

Providers of Student Health Services
Health professionals at CDU who provide medical and/or psychological services to COM MD Program’s medical students will not be involved in the academic assessment or promotion of the medical student to whom he or she assisted with or provided such services. Health professionals who also provide medical or psychological services to medical students should not teach a student in a situation in which there is an expectation of providing an assessment of the student. Individuals who are members of committees must recuse themselves when decisions are being made regarding the student for whom they have assisted with or directly provided healthcare services.

COM MD Program Committee on Medical Student Evaluation and Promotions (MSEP)
All members participating on the MSEP should recuse themselves from voting or decision making for any student when the member:

1) is an immediate family member (by blood or by marriage),
2) has a significant teaching, personal, or social relationship with the applicant or a member of the applicant’s immediate family,
3) has served as a research mentor to the medical student,
4) has graded the student in a course which is the subject of a proposed adverse action or remediation plan,
5) has a business or workplace environment relationship with the applicant or a member of the applicant’s immediate family,
6) has a political or financial connection with the student or a member of the student’s immediate family,
7) has provided healthcare services to the applicant.
Admissions Committee Members and Interviewers
All persons participating in the COM MD Program admissions process including Admission Committee
members and faculty, resident, staff, and student interviewers will report to the Admissions Committee
and immediately recuse themselves from interviewing, discussing or voting on an applicant if there is a
real/perceived conflict of interest concerning an applicant. Conflict of interest exists in instances where
the committee member or interviewer:
- is an immediate family member (by blood or by marriage); or
- has a significant teaching, personal, or social relationship with the applicant or a member of the
  applicant's immediate family; or
- has a business or workplace environment relationship with the applicant or a member of the
  applicant's immediate family; or
- has a political or financial connection with the applicant or a member of the applicant's
  immediate family; or
- has an interest in the outcome other than the recruitment of the most qualified applicant; or
- has provided healthcare services to the applicant.

Providers of Confidential Advice within the Offices of Student Affairs or Student Services
Deans, faculty, and staff within the Office of Student Affairs and the Office of Student Services who
provide students with confidential advice regarding students’ personal matters, especially ones of a
sensitive nature, should not grade students, or make decisions about the student’s promotion,
advancement and/or graduation. Deans, faculty, and staff within the Office of Student Affairs and the
Office of Student Services may offer recommendations to students and to the MSEP to facilitate
decision-making regarding leaves of absence and progressions. All efforts should be made to provide
students with confidentiality within the Office of Student Affairs, so students do not perceive requests
for assistance to that office as academically disadvantageous. To further alleviate this concern, an
alternate medical student performance evaluation (MSPE) “Dean’s Letter” writer is offered to students.

Family Members/Personal Relationships
Faculty at CDU who are family members of the student or have a personal relationship with the student
or student’s family may not be involved in the academic assessment or promotion of the medical
student. Additionally, these faculty must recuse themselves from committee discussions where that
specific student is presented. Faculty may not serve as a primary preceptor for that student in any
graded course. Students at CDU who are family members of a faculty member or have a
personal relationship with the faculty member may not be involved in the evaluation of the faculty
member. Faculty and students are expected to disclose to the associate dean of student affairs any
potential conflict of interest that may impact the teacher/learner paradigm. In the event of a conflict the
associate dean of student affairs will work with the vice dean for education to determine the resolution.

RESPONSIBILITIES
- CDU faculty, residents, staff and students who are involved with the medical student admissions
  process are responsible for self-reporting any perceived conflict of interest.
- CDU faculty and staff who are involved with the promotion of medical students are responsible
  for self-reporting any perceived conflict of interest.
- Committee chairs are responsible for 1) ensuring their committee comply with this policy, 2)
  monitoring and documenting any perceived conflict of interest, and 3) immediately reporting
  any violation of this policy to the vice dean for education.
● Course and clerkship directors are responsible for 1) ensuring their course(s) comply with this policy, 2) monitoring and documenting any perceived conflict of interest, and 3) immediately reporting any violation of this policy to the vice dean for education.

● All course and clerkship directors will utilize feedback surveys for faculty and students in required clinical experiences. The survey will include a question asking if a conflict of interest exists. If so, course and clerkship director must have a mechanism for reassignment of the required clinical experience.

● The associate dean of admissions and student affairs is responsible for 1) ensuring the Office of Student Affairs and the Office of Student Services comply with this policy, 2) monitoring and documenting any perceived conflict of interest, and 3) immediately reporting any violation of this policy to the vice dean for education.

● The associate dean of admissions and student affairs will ensure this policy is distributed and reviewed with faculty, residents and students annually.

DEFINITIONS
There are no definitions associated with this policy.

RELATED INFORMATION

- Admissions Committee/Interviewer Conflict of Interest Policy
- Committee on Medical Student Evaluations & Promotions
Purpose

As a teaching and research institution receiving federal or other governmental funds, the University shall maintain policies consistent with the laws and regulations related to equal employment and affirmative action.

Policy Text

Charles R. Drew University of Medicine and Science is committed to the employment, education and service of others in a diverse and inclusive environment. As a matter of policy, the University shall comply with all affirmative action requirements in accord with federal, state, or local law.

As part of the University’s equal employment opportunity, Charles R. Drew University of Medicine and Science will also take affirmative measures as called for by applicable laws and Executive Orders, to ensure that individuals of underrepresented groups, females, disabled veterans, recently separated veterans, other protected veterans, Armed Forces service medal veterans, and qualified disabled persons are introduced into the workforce and considered for promotional opportunities.
Employees and applicants shall not be subjected to any type of retaliation because they have (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or any other activity related to the administration of any federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity; or (4) exercised any other legal right protected by law.

BACKGROUND
As a Historically Black Graduate and Hispanic Serving Institution, the University continues to demonstrate its commitment to inclusiveness of underrepresented groups and will comply with any legal requirements related to the utilization or diversification of its workforce, students and contractors.

APPLICABILITY
All University employees and contractors, when applicable.

ROLES AND RESPONSIBILITIES
The Department of Human Resources oversees, monitors and provides guidance on the University’s affirmative action mandates and it is the responsibility of each director, manager and or supervisor of the University to ensure prompt, affirmative implementation. All employees are expected to recognize these policies and cooperate with their implementation.

COMPLIANCE
All human resources policies shall be in compliance with Title VII of the Civil Rights Act of 1964, Uniformed Services Employment and Reemployment Rights Act, American with Disabilities Act and all other state and federal laws, rules and regulations, including (federal) Presidential Executive Order 11246, as amended by Executive Order 11375.

APPROVING AUTHORITY
University President and Board of Trustees.

DEFINITIONS
An affirmative action plan or program includes practices and procedures that the University implements to ensure all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement, and every other term and privilege associated with employment.
PROCEDURES
Not applicable

RELATED POLICIES/RESOURCES
CDU Policy 501 Non-Discrimination and Harassment
PURPOSE

This policy sets forth the University’s prohibitions on workplace discrimination, including harassment based on a protected characteristic and provides an equal opportunity for employment to all individuals.

POLICY

Charles R. Drew University prohibits discrimination against any employee; applicant; or person seeking or serving in an unpaid internship or training program with the University on the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military or veteran status. This policy applies to all employment practices including recruitment, selection, promotion, transfer merit pay adjustments, salary, training and professional development, demotion and separation.

The University prohibits harassment based on any protected characteristic enumerated above, of any employee, applicant, unpaid intern, person participating in a program leading to employment, volunteer, or person providing services pursuant to contract.

When the harassment is of a sexual nature, the University’s policy on Sexual Harassment and Sexual Violence shall apply and can be found at:
Retaliation is prohibited against any person for bringing forth a complaint of discrimination or harassment, opposing or participating as a witness or otherwise cooperating with an investigation or resolution of such complaint.

BACKGROUND
Federal and state law requires employers maintain and enforce policies that prohibit workplace discrimination and harassment against individuals based on enumerated characteristics.

APPLICABILITY
As delineated, this policy shall apply to any University employee, applicant, unpaid intern, and volunteer, person participating in a program leading to employment or person providing services pursuant to contract.

ROLES AND RESPONSIBILITIES
Supervisors shall report any complaints of discrimination and harassment to a designated office for handling.

Employees may report or file a complaint of discrimination and harassment to a designated office so the University can attempt a resolution where possible.

COMPLIANCE
Individuals employed by the University who are found to be in violation of this policy are subject to disciplinary action. Non-employees in violation of this policy are subject to remedial measures including the separation of services, or termination of any contractual or other agreed upon engagement or relationship with the University.

APPROVING AUTHORITY
University President and Board of Trustees.

DEFINITIONS
Gender is the employee’s or applicant’s actual sex or the employer’s perception of the employee’s or applicant’s sex, and includes the employer’s perception of the employee’s or applicant’s identity, appearance, or behavior whether or not the identity, behavior or appearance is different from that traditionally associated with the employee’s or applicant’s sex at birth.
Gender expression refers to a person’s gender-related appearance or behavior or the perception of such appearance or behavior, whether or not stereotypically associated with the person’s sex assigned at birth.

Gender identity is a person’s internal understanding of their gender, or the perception of a person’s gender identity, which may include male, female, a combination of male and female, a gender different from the person’s sex assigned at birth, or transgender.

Sex includes but is not limited to pregnancy, childbirth, medical conditions related to pregnancy, or breast feeding. It also means gender which includes, gender identity, and gender expression or perception by a third party of any of the aforementioned.

Transgender refers to a person whose gender identity differs from the person’s sex assigned at birth, or transgender.

Unpaid Interns and volunteers is an individual who works without pay in an internship, or other program of limited duration providing unpaid work experience, or as a volunteer.

PROCEDURES

Individuals covered under this policy who believe they have been subjected to discrimination or harassment shall follow the University’s procedural guidelines for the complaint and investigation process.

RELATED POLICIES/RESOURCES

CDU Policy 201.4 Affirmative Action
CDU Policy 505 (reserved) Sexual Harassment and Sexual Violence
POLICY STATEMENT
The Charles R. Drew University of Medicine and Science (CDU) Medical Degree (MD) Program is committed to creating and maintaining a learning environment that supports and encourages a culture of respect between teacher and learner. The MD Program ensures that the learning environment is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect.

PROCEDURES
Education and Dissemination of Policies and Procedures on Mistreatment
Education of the medical school community concerning mistreatment serves several purposes. First, it promotes a positive environment for learning, characterized by attitudes of mutual respect and collegiality. Second, it informs persons who believe that they have been mistreated that avenues for seeking redress are available. Third, it alerts potential perpetrators of mistreatment to the school’s policy on and process of responding to allegations of mistreatment.

Faculty, residents, staff, and students are educated on the policies and procedures for reporting mistreatment in the following ways:

- Medical students: MS1, MS2, MS3, and MS4 orientations as well as orientation for individual courses and clerkships. All course syllabi will include policy and procedures. Pocket cards with mechanisms to report mistreatment will be distributed to all students annually.
- Residents: Annually, through the Graduate Medical Education orientation for new residents and the annual mandatory online training module for all residents.
- Faculty: New faculty orientation and annually through an email to all faculty from the dean.
- Professional staff: Annually and through the Human Resources onboarding process.
- Visiting students: Orientation.
- Medical school community: Academic catalog, student handbook, course syllabi, and website.

Mechanisms for Students to Report Alleged Mistreatment
1. Informal: Whenever possible, it is preferred that students who believe they have been mistreated or those who have witnessed others being mistreated, discuss and attempt to resolve the matter with the alleged offender. It is well recognized that this may not always be a comfortable or viable approach.
2. Formal: Students can formally report inappropriate behavior in a number of ways and are encouraged to use the process that is most comfortable for their particular circumstance.
   - Submit a named or anonymous report via the CDU MD Program’s web-based Mistreatment Reporting system (to be created before the first cohort of students begin).
• Submit a named or anonymous report via MySafeCampus®, the University’s 24-hour independent hotline provider, by telephone at 1.800.716.9007, or by submitting information online at http://www.mysafecampus.com/.

• Submit concerns about mistreatment or unprofessional behavior though the end-of-course, end-of-clerkship, and end-of-year evaluations.

• Raise concerns personally to one of the following individuals:
  o Dean, COM
  o Associate dean of medical education
  o Associate dean of admissions and student affairs
  o Assistant dean of graduate medical education
  o Assistant dean of undergraduate medical education
  o Compliance, EEO officer and Title IX coordinator
  o Director of recruitment, admissions, and retention
  o Learning skills specialist
  o Course/clerkship director
  o Department chair
  o Faculty or administrator

Responses to Allegations of Student Mistreatment
Once a report has been reviewed and identified as requiring follow-up from the assistant dean of undergraduate medical education, depending on the nature of the complaint, the following actions may be taken to investigate the matter further:
• The individual identified may be contacted directly.
• The course/clerkship director may be contacted and either advised of action being taken by the assistant dean of undergraduate medical education or asked to follow up with the individual identified in the report.
• The department chair of a faculty member may be contacted directly.
• The residency program director of a resident may be contacted directly.
• The supervisor of an employee may be contacted directly.
• The student may be contacted directly.

The specific follow-up action required will be determined by assistant dean of undergraduate medical education, the associate dean of admissions and student affairs, and/or the COM dean. Follow-up actions are documented on course and clerkship learning environment reports in order to track trends over time.

Specific sexual harassment issues are addressed via the institutional compliance, EEO officer and Title IX coordinator. Sexual harassment is discussed at student orientations, along with resources and points of contact for the Title IX office to address any concerns.

Monitoring Procedures for Periodic Evaluation of the Learning Environment
Summative data on the frequency of medical students experiencing negative behaviors (mistreatment) will be collected and reviewed at the following intervals:
• Bi-annually at the Pre-clerkship Phase Subcommittee and Educational Policy and Curriculum Committee (EPCC) through the learning environment mistreatment reports summarizing data from eMedley evaluations on courses.
• Bi-annually at the Clerkship Phase Subcommittee and EPCC through the learning environment
mistreatment reports summarizing data from eMedley evaluations on clerkships.
- Annually at the course and clerkship review meetings through the course and clerkship individual learning environment reports.
- Annually through aggregated end-of-year evaluation data.
- Annually through data from the AAMC’s year-two and graduation questionnaires.
- Periodically through the results from the independent student analysis.

DEFINITIONS
Mistreatment refers to behavior that demonstrates disrespect for a student and that creates a condition, circumstance, or environment that unreasonably interferes with the learning process. Mistreatment may be verbal, emotional, or physical in nature. Examples of mistreatment include the following:
- Public humiliation
- Threats of physical harm or actual physical punishment
- Requirements to perform personal services, such as shopping
- Being subjected to unwanted sexual advances
- Being asked for sexual favors in exchange for grades
- Being denied opportunities for training because of gender, race/ethnicity or sexual orientation
- Being subjected to offensive remarks/names directed at you based on gender, race/ethnicity or sexual orientation
- Receiving lower grades or evaluation based on gender, race/ethnicity or sexual orientation

RELATED INFORMATION
- LCME Element 3.5 Learning Environment/Professionalism
  A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.
- LCME Element 3.6 Student Mistreatment
  A medical school develops effective written policies that define mistreatment, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing mistreatment. Mechanisms for reporting mistreatment are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation.

APPENDICES
- Non-Discrimination Policy
- CDU Student Code of Conduct
- CDU Course Catalog
- LCME Standards, Publications, & Notification Forms
Faculty Appointment and Promotion Criteria and Definitions

Eligibility for faculty appointment, retention and promotion in the College of Medicine requires that the candidate be in good standing.

All appointment and promotion policies and procedures in College of Medicine (COM) will adhere to the general regulations specified by Charles R. Drew University of Medicine and Science (CDU). Individuals may be appointed to the faculty in COM at the main campus of CDU or at one or more of the affiliates. Appointments will be in one of three series (Career Academic Series, Academic Series, or Prefix), depending on their field of academic expertise, time commitment to CDU, and area(s) of major responsibility at CDU (Appendix A). Faculty series identifier will only appear in the title of those appointed in the Prefix Series (Clinical/Community/Research).

All faculty at every rank and series undergo peer review by the A&P Committee.

I Areas of Contribution Valued by COM

A. Academic Citizenship

Academic Citizenship is a service component requirement that is so highly valued and of such importance to the mission of the COM that it is held above the core areas of contribution. All faculty members will provide evidence of appropriate contribution in the area of academic citizenship, regardless of their other contributions. Academic Citizenship will be evaluated appropriately during promotion considerations. The specific criteria and rating scale used for evaluation of performance are described in Appendix B.

B. Core Academic Areas

1. Education and Teaching

Education and teaching is a cornerstone of the COM and CDU. Promotion requires evidence of contribution in education and teaching, with evidence of at least the prospect of independence as an educator, the levels of which are determined primarily by ratings in this area. The specific criteria and rating scale used for evaluation of performance are described in Appendix C.

2. Research and Scholarship

Research and scholarship is a cornerstone of the COM and CDU. Promotion requires evidence of contribution in research and scholarship, with evidence of at least the prospect of independence in research funding, the levels of which are determined primarily by ratings in this area. The specific criteria and rating scale used for evaluation of performance are described in Appendix D.

3. Service Excellence

Service Excellence is anchored in achievement, a professional reputation for excellence, innovation or leadership to the professions, external communities or clinical service. This contribution best describes the faculty member’s ambassadorship on behalf of the COM and CDU.
Promotion requires evidence of contribution in service to the professions and/or external community, with evidence of at least the prospect of independence as a community leader, the levels of which are determined primarily by ratings in this area. The specific criteria and rating scale used for evaluation of performance are described in Appendix E.

Clinical service provided on behalf of the COM and CDU at a university owned, operated or an affiliated clinical site must go beyond direct patient care only and there needs to be evidence of recognized excellence. Clinical service alone would not constitute a ranking of excellent in this area; there must also be evidence of a strong professional reputation for delivering quality service. Clinical Service may be incorporated into the service contribution provided there is documentation of Service Excellence to Professional Associations and Societies and/or External Community Service. The specific criteria and rating scale used for evaluation of performance are described in Appendix E.

II. Faculty Series Overview

A. Career Academic Faculty

Faculty in the Career Academic series are those who make a significant contribution to the academic mission of the COM. Their contributions reflect comprehensive achievements across the core academic areas valued by COM. Career Academic series faculty are expected to contribute to the academic mission of the COM in various and diverse fashions which reflect the broad spectrum of faculty participation, yet accommodate individual areas of expertise and contribution. All Career Academic series faculty at the rank of Instructor, Assistant Professor, Associate Professor, or Professor will be represented appropriately in faculty governance according to the faculty governance policies of the COM.

Career Academic series faculty also must provide evidence of appropriate academic citizenship to the COM and/or its affiliates. Academic citizenship is an extremely important contribution to the mission of the COM and will be evaluated appropriately during promotion considerations.

Additionally, three academic areas reflect the core areas valued by COM, and are defined to accommodate the diverse contributions of the faculty. Promotion in the Career Academic series is based on progressive scholarly independence and the faculty member’s excellent achievements in at least two (2) of the three (3) areas.

All Career Academic series faculty members are expected to have at least minimal activity in the third area. For activity to be regarded as excellent or outstanding, there must be evidence that the achievement in each core academic area also serves to benefit the COM. Career Academic series faculty will not include a prefix or series identifier in their academic title.

1. Ranks

   a. Instructor: An individual who has attained the minimal degree appropriate to the discipline (e.g., Master’s degree), and who has an appropriate balance between academic and other professional experiences. Appointment at the Instructor Rank, especially for those without a terminal degree, holds little expectation or obligation to progress to higher rank unless there are exceptional circumstances. No steps at the Instructor rank.

   b. Assistant Professor: An individual with a doctoral or other appropriate terminal degree who has potential of making excellent achievements in at least two (2) of the three (3) core academic
areas, and will assume some academic citizenship responsibilities in the COM. Appointment at this rank is based on a promise of achievement and scholarly independence rather than evidence of achievement and scholarly independence. There are four steps (I-IV) in the Assistant Professor rank.

c. Associate Professor: An individual with a doctoral or other appropriate terminal degree who has made excellent contributions in at least two (2) of the three (3) core academic areas, has gained at least a regional or emerging national reputation, exhibits progressive scholarly independence, and has at least minimal contributions in the third core academic area. He/she also carries significant academic citizenship responsibilities on behalf of the COM and/or the university. There are three steps (I-III) in the Associate Professor rank.

d. Professor: An individual with a doctoral or other appropriate terminal degree who continues to make outstanding contributions in at least two (2) of the three (3) areas of the COM, exhibits progressive scholarly independence, and, who has gained a high level of national and/or international recognition. He/she also carries excellent academic citizenship responsibilities on behalf of the COM and/or the university. There are nine steps (I-IX) in the Professor rank.

2. Review Schedule

A Faculty Activity Plan and Evaluation will be used each year to assess and document success at achieving the agreed and stated goals, objectives and outcomes delineated in a Faculty Activity Plan; the Plan must be revised for each proposed advancement in academic step or rank. In addition to each faculty member being evaluated by his/her department chair or academic leader annually, all Assistant Professors and Associate Professors will be evaluated every two years and all Professors every 3 years by the COM A&P Committee. The review pathway is described in Section V.

B. Academic Faculty

Faculty in the Academic Series are those who make a significant contribution to the academic mission of the COM. Their contribution is extensive and is largely limited within one of the two core academic areas of Education/Teaching or Research/Scholarship. Academic series faculty are expected to contribute to the academic mission of the COM in various and diverse fashions which reflect the broad spectrum of faculty participation, yet accommodate individual areas of expertise and contribution. All Academic series faculty at the rank of Instructor, Assistant Professor, Associate Professor, or Professor will be represented appropriately in faculty governance according to the faculty governance policies of the COM.

Academic series faculty must provide evidence of appropriate academic citizenship to the COM and/or its affiliates. Academic citizenship is an extremely important contribution to the mission of the COM and will be evaluated appropriately during promotion considerations. Additionally, three academic areas are reflective of the core areas valued by COM and are defined to accommodate the diverse contributions of the faculty.

Promotion in the Academic series is based on the faculty member making excellent achievements in at least one (1) of the two (2) core academic areas of Education/Teaching or Research/Scholarship. All Academic series faculty members are expected to have at least minimal activity in a second area, which can be in the third core academic area of Service Excellence. For activity to be regarded as excellent or outstanding, there must be evidence that the achievement in each core academic area also serves to benefit the COM. Academic series faculty will not include
a prefix or series identifier in their academic title.

1. Ranks

a. Instructor: An individual who has attained the minimal degree appropriate to the discipline (e.g., Master’s degree), who may still be in training (e.g. senior post-doctoral fellow, resident or fellow), and who has an appropriate balance between academic and other professional experiences. Appointment at the Instructor Rank, especially for those without a terminal degree, holds little expectation or obligation to progress to higher rank unless there are exceptional circumstances. There are no steps in the Instructor rank.

b. Assistant Professor: An individual with a doctoral or other appropriate terminal degree who has potential of making excellent achievements in at least one (1) of the three (3) core academic areas, and will assume some academic citizenship responsibilities in the COM. Appointment at this rank is based on a promise of achievement and scholarly independence rather than evidence of achievement and scholarly independence. There are four steps (I-IV) in the Assistant Professor rank.

c. Associate Professor: An individual with a doctoral or other appropriate terminal degree who has made excellent contributions in at least one (1) of the three (3) areas, who has gained at least a regional or emerging national reputation, exhibits progressive scholarly independence, and has at least minimal contributions in a second core academic area. He/she also carries significant academic citizenship responsibilities on behalf of the COM and/or the university. There are three steps (I-III) in the Associate Professor rank.

d. Professor: An individual with a doctoral or other appropriate terminal degree who continues to make outstanding contributions in at least one (1) of the three (3) areas of the COM, exhibits progressive scholarly independence, and who has gained a high level of national and/or international recognition. He/she also carries significant academic citizenship responsibilities on behalf of the COM and/or the university. There are nine steps (I-IX) in the Professor rank.

2. Review Schedule

A Faculty Activity Plan and Evaluation will be used each year to assess and document success at achieving the agreed and stated goals, objectives and outcomes delineated in a Faculty Activity Plan; the Plan must be revised for each proposed advancement in academic step or rank. In addition to each faculty member being evaluated by his/her department chair or academic leader annually, all Assistant Professors and Associate Professors will be evaluated every two years and all Professors every 3 years by the COM A&P Committee. The review pathway is described in Section V.

C. Prefix Faculty

Prefix Series Faculty members are individuals who contribute to the COM mission through part-time or voluntary participation in clinical education and teaching, community service, or research and scholarship. They make important contributions to the diverse mission of the COM, but they do not meet the definition of Career Academic or Academic Faculty (see Section II.A. and II.B.). Prefix Series Faculty members are represented in faculty governance according to the faculty governance policies of the COM. Prefix Series Faculty include their area of contribution in their title.
1. Areas

a. The Clinical Faculty title will be used for faculty who are primarily involved in patient care teaching at CDU, CDU owned, operated or an affiliated clinical site and who are without other academic appointments (i.e., in private practice). Minor or occasional effort in one or two academic activities would justify appointment as Clinical Faculty.

b. The Community Faculty title will be used for faculty who are primarily involved in community-related activities or organizations. Typically a non-clinician, but may be a clinician. Minor or occasional effort in one or two academic activities would justify appointment as Community Faculty.

c. The Research Faculty title will be used for faculty with primary faculty appointments outside the COM or CDU or who are without other academic appointment. They may be a clinician or non-clinician who are part-time and contributing to a sustained research effort or teaching research. Individuals who hold a faculty title at another college of university would typically be appointed at the equivalent rank. Minor or occasional effort in one or two academic activities would justify appointment as Research Faculty.

2. Ranks

a. Clinical/Community/ Research/Instructor: An individual who has attained the minimal degree appropriate to the discipline (e.g., Master’s degree), who may still be in training (e.g. senior post-doctoral fellow, resident or fellow), and who has an appropriate balance between academic and other professional experiences. Appointment at the Instructor Rank holds little expectation or obligation to progress to higher rank unless there are exceptional circumstances.

b. Clinical/Community/ Research/Assistant Professor: An individual with a doctoral or other appropriate terminal degree who has potential of making excellent achievements in at least one (1) of the three (3) areas. Appointment at this rank is based on a promise of achievement and scholarly independence rather than evidence of achievement and scholarly independence. Contributions are required, but expectations to progress in rank are minimal. There is no time limitation for remaining at the Assistant Professor rank in the Prefix Series.

c. Clinical/Community/ Research/Associate Professor: An individual with a doctoral or other appropriate terminal degree who has made excellent contributions in at least one (1) of the three (3) areas, exhibits progressive scholarly independence, and who has gained at least a regional or emerging national reputation.

d. Clinical/Community/ Research/Professor: An individual with a doctoral or other appropriate terminal degree who continues to make outstanding contributions in least one (1) of the three (3) areas of the COM, exhibits progressive scholarly independence, and who has gained a high level of national and/or international recognition.

e. There are no steps in the Prefix Series at any rank.
3. Review Schedule

A Faculty Activity Plan and Evaluation will be used each year to assess and document success at achieving the agreed and stated goals, objectives and outcomes delineated in a Faculty Activity Plan; the Plan must be revised as part of a five-year renewal dossier. In addition to each faculty member being evaluated by his/her department chair or academic leader annually, and submission of a new Plan for appointment renewals, appointment or promotion to the rank of Associate Professor or Professor will require a review by the COM A&P Committee as defined in Section IV. All Prefix Faculty appointments will have an automatic five-year expiration date unless re-appointed.

D. Emeritus Faculty Status

1. Emeritus status

   a. The *emeritus* designation is regarded as an extraordinary title which is given for extraordinary service, or in recognition of long and faithful service. Accordingly, *emeritus* status is bestowed only on those individuals who have contributed measurably to the Charles R. Drew University.

2. Criteria for emeritus

   a. Retired or resigned faculty member or faculty administrator in good standing at the time of separation from the University
   
   b. Ten or more years of continuous exemplary service to the University
   
   c. Associate or full professor or senior academic leadership designation

3. Process

   a. Nominated by an academic officer of the University, such as their department Chair or Program Director, a Dean, or Provost.

   b. Recommendation letter from the Dean, and current CV

   c. Candidate will undergo peer review process; approval required at each step prior to being forwarded

   d. COM A&P Committee

   e. Academic Senate A&P Committee

   f. Academic Affairs Sub-committee of the Board of Trustees
III. Initial Faculty Appointments

A. Career Academic Series or Academic Series

The chair must receive written approval from the Dean of the College of Medicine prior to initiating the recruitment and appointment process.

Requests for initial faculty appointments can be made at any time and will be reviewed on an ad hoc basis. The chair must designate, in the appointment/nomination letter, an academic area in which the faculty member must obtain a regional or emerging national reputation to be promoted to Associate Professor or a high-level national or international reputation to be promoted to Professor. This area may be changed later upon written mutual agreement of the chair and faculty member, but not after the beginning of the sixth provisional year.

1. Instructor

Initial appointments at the level of Instructor can be made at the department level with approval of the affiliate head or department chair and COM Dean. Appointment at the Instructor Rank holds little expectation or obligation to progress to higher rank unless there are exceptional circumstances.

2. Assistant Professor or Associate Professor or Professor

All initial appointments at the rank of Assistant Professor, Associate Professor or Professor require review and approval process, as specified in Section V. The department must submit those documents required by the A&P Committee for their review (Attachment F). Each department, cluster, or academic unit must review the candidate and make a recommendation for appointments. Written external letters of evaluation (see Section V.B.2. and Section V.C.) must be obtained for candidates at the level of Associate Professor and Professor, unless there are extenuating circumstances that are agreed upon in writing by the COM Dean.

B. Prefix Series

Requests for initial faculty appointments can be made at any time and will be reviewed on an ad hoc basis. The chair must designate, in the appointment/nomination letter, an academic area in which the faculty member must obtain a regional or emerging national reputation to be promoted to Associate Professor or a high-level national or international reputation to be promoted to Professor.

Appointments in the Prefix Series have a five-year automatic expiration date unless reappointed.

1. Instructor or Assistant Professor

Appointment of Clinical/Community/Research faculty at the level of Instructor or Assistant Professor requires recommendation by the Department Chair, COM A&P Committee, and final approval of the COM Dean.
2. Associate Professor or Professor

Appointment of Clinical/Community/Research faculty at the level of Associate Professor requires recommendation by the Department Chair, COM A&P Committee, COM Dean, University A&P Committee, and final approval of the Provost.

Appointment of Clinical/Community/Research faculty at the level of Professor requires recommendation by the Department Chair, COM A&P Committee, COM Dean, University A&P Committee. Provost makes recommendation to the Board of Trustees Academics Affairs Committee and final approval by the University President.

3. Switching from Prefix Series faculty to Career Academic Series or Academic Series faculty requires a new appointment as outlined in Section III.

**External Reviewers:**

For appointment as an Associate Professor – Five letters of recommendation are required, at least 2 external to the candidate’s previous institution, from individuals at the Associate Professor level or higher (or at a commensurate level if the previous institution is not a university).

For appointment as a Professor – At least 6 letters of recommendation are required, only 2 of which can come from Associate Professors, while a minimum of 4 must be from individuals at the Professor level. Furthermore, a minimum of 3 must be external to the candidate’s previous institution, 2 of which must be from individuals at the Professor level. If the candidate’s previous institution is not a university, the letters must be from individuals at a commensurate level.

**C. Materials Required for Review**

All appointments require a current Curriculum Vitae, a nomination letter from the Department Chair/Cluster Leader/Academic Leader or affiliate head that includes the expected contribution of the faculty member to the COM; a letter of recommendation from the affiliate head (if appropriate) and a self statement. The Faculty Activity Plan will be negotiated with the Department Chair/Cluster Leader/Academic Leader and serve to document the specific contributions that the faculty member is expected to achieve over the course of the next two or three years, coinciding with the duration of the regular peer review cycle for the particular academic rank of the faculty member.

See Attachment F for a complete list of additional materials required for appointment of Assistant Professors, Associate Professors and Professors in the Career Academic Series and Academic Series, and Clinical/Community/Research Associate Professors and Professors in the Prefix Series.

The candidate for appointment or promotion is required to provide all required documents to the COM Office of Academic Personnel who will distribute all the materials for appointment. The COM A&P Committee will send its recommendation to the COM Dean.

1. Planning to assure that the faculty member will achieve the goals documented in the Faculty Activity Plan. The Department Chair/Cluster Leader/Academic Leader assists and guides the faculty member in this planning process.
2. The Faculty Activity Plan (FAP) essentially functions as the Memorandum of Understanding between the faculty member, his/her Department Chair/Cluster Leader/Academic Leader, and the College of Medicine. The initial form of the document (FAP) states specifically what the faculty member will do in the coming academic year in the broad areas of (1) Education and teaching; (2) Scholarship and research; (3) Service to the university, professions and other communities; (4) Clinical Service; (5) Administration (when applicable).

IV.-Contribution and Promotion Review

All faculty, regardless or series or rank, are expected to make at least minimal contributions through academic citizenship and accomplishments in a core academic or service area. The attached Contribution template is intended to prompt thinking about areas or indicators of accomplishment, and will not be used in deliberations for faculty retention or promotion. (See Appendices B-E).

The promotion process is a vehicle for recognizing and rewarding faculty for noteworthy academic achievement, contribution and promulgation of the core academic areas valued by the COM. These accomplishments must also reflect documented benefit to the CDU COM.

Promotion will be based primarily on Academic Citizenship (Section I.A, and Appendix B) and on accomplishments in the academic areas valued by the COM (Education and Teaching; Scholarship and Research, or Service Excellence – Sections I.B.1, 2, 3 and Appendix C, D, and E respectively)

The focus will be on the accomplishments since the last promotion, but the candidate’s entire body of work will be considered. Academic citizenship is an extremely important contribution to the mission of the COM and will be evaluated appropriately during promotion considerations; however, service alone will not be sufficient for promotion. The review process is delineated in Section V.

Accelerated promotions either to jump a step in-rank (i.e., Step II to Step IV) or to jump a step from one rank to the next (i.e., Assistant Professor, Step III to Associate Professor Step I) or in less time than expected for a typical single step advancement is possible and requires the following. (1) Documented evidence of achievement since the time of last promotion that contributions were significantly greater than expected based on the Faculty Activity Plan and Evaluation (2) Chair/Cluster Leader/Academic Leader letter; (3) complete dossier packet.

A. Career Academic Series

Promotion is based on documented achievement of appropriate goals related to Education and Teaching; Scholarship and Research, or Service Excellence. Promotion in the Career Academic Series requires evidence that the faculty member had excellent achievements in at least two (2) of the three (3) core academic areas. All Career Academic Series faculty members are expected to have had at least minimal activity in the third area. Career Academic Series faculty also must provide evidence of appropriate academic citizenship to the COM and/or its affiliates. The Department Chair and the faculty member shall decide upon an academic area in which the faculty member must obtain a regional or emerging national reputation to be promoted to Associate Professor or a high-level national or international reputation to be promoted to Professor. This area may be changed later upon written mutual agreement of the chair and faculty member, but not after the beginning of the sixth provisional year. For activity to be regarded as excellent or outstanding there must be evidence that the achievement in the core academic area also serves to benefit the COM.
1. **Assistant Professor to Associate Professor**: Requires a minimum of five years at the Assistant Professor rank and significant contribution in two of the three academic areas: (1) Education and Teaching, (2) Scholarship and Research or (3) Service Excellence. There must be evidence of regional or emerging national recognition and progressive scholarly independence; additionally there should be evidence of some minimal activity in the third academic area. There also must be evidence that academic citizenship contributions to the COM must be rated as at least good.

2. **Associate Professor to Professor**: Requires significant contribution in two of the three academic areas: (1) Education and Teaching, (2) Scholarship and Research or (3) Service Excellence. There must be evidence of a high level of national/international recognition and progressive scholarly independence; additionally requires that there be evidence of at least minimal activity in the third area. There also must be evidence that academic citizenship contributions to the COM must be rated as at least minimal. Requests for consideration for promotion may be initiated by the faculty member and submitted in writing to the Department Chair. Faculty initiated promotion requests will go forward with or without support of the Department Chair. Promotion from Associate Professor to Professor is independent of the length of participation on the COM faculty.

### B. Academic Series

Promotion is based on documented achievement of appropriate goals related to Education and Teaching; Scholarship and Research, or Service Excellence. Promotion in the Academic Series requires evidence that the faculty member had excellent achievements in at least one (1) of the two (2) core academic areas of Education/Teaching or Research/Scholarship. All Academic series faculty members are expected to have at least minimal activity in a second area (which may be in the third core academic area of Service Excellence) and must provide evidence of appropriate academic citizenship to the COM and/or its affiliates.

The Department Chair and the faculty member shall decide upon an academic area in which the faculty member must obtain a regional or emerging national reputation to be promoted to Associate Professor or high-level national or international reputation to be promoted to Professor. This area may be changed later upon written mutual agreement of the chair and faculty member. For activity to be regarded as excellent or outstanding, there must be evidence that the achievement in the core academic area also serves to benefit the COM.

1. **Assistant Professor to Associate Professor**: Requires a minimum of five years at the Assistant Professor rank and significant contribution in one of the three academic areas: (1) Education and Teaching, (2) Scholarship and Research or (3) Service Excellence with evidence of regional or emerging national recognition and progressive scholarly independence; additionally there should be evidence of at least minimal activity in a second academic area. There also must be evidence that academic citizenship contributions to the COM must be rated as at least good.

2. **Associate Professor to Professor**: Requires a significant contribution in one of the three academic areas: (1) Education and Teaching, (2) Scholarship and Research or (3) Service Excellence with evidence of a high level of national/international recognition and progressive scholarly independence; additionally requires that there be evidence of at least minimal activity in a second area. The candidate is rated in only one of the three academic areas. There also must be evidence that academic citizenship contributions to the COM must be rated as at least
Requests for consideration for promotion may be initiated by the faculty member and submitted in writing to the Department Chair. Faculty initiated promotion requests will go forward with or without support of the Department Chair. Promotion from Associate Professor to Professor is independent of the length of participation on the COM faculty.

C. Prefix Series

It is expected that faculty in the Prefix Series will have some evidence of achievement in their specified area to retain their appointment beyond the five-year automatic expiration date. Prefix Series faculty are also required to have favorable evaluations and a minimum specified faculty development. Additionally, promotion in rank beyond mere retention requires the following:

Clinical/Community/Research Instructor to Clinical/Community/Research Assistant Professor: Requires a good rating in contribution area.

Clinical/Community/Research/Assistant Professor to Clinical/Community/Research/Associate Professor: Requires an excellent rating in contribution area.

Clinical/Community/Research/Associate Professor to Clinical/Community/Research/Professor: Requires an outstanding rating in contribution area with evidence of national or international recognition in the contribution area.

1. Instructor or Assistant Professor

Promotion within the rank of Clinical/Community/Research/ Instructor or Assistant Professor in the Prefix Series is determined by review within the affiliate or department with the approval of the COM Senior Associate Dean for Academic Affairs.

2. Associate Professor to Professor:

The same process as outlined above (Section IV.B.) for Academic Series Faculty is followed for promotion from Associate Professor to Professor in the Prefix Series except the affiliate head or Department Chair recommendation goes to the COM Dean.

V. Promotion Review Pathway

Recommendations for appointment and promotion decisions originate with departments and are reviewed at several levels. All Faculty at every rank ad series undergo peer review by the A&P Committee. The COM Dean will make the final decision for Instructor and Assistant Professor actions, after review by the COM A&P Committee; he CDU Provost for Associate Professor actions, and the President for full Professor and Emeritus Professor actions.

A. General

For all promotion considerations from Instructor to Assistant Professor and from Assistant to Associate Professor or Associate Professor to Professor, faculty members must submit all required materials (see Appendix F and G) to their affiliate head or department chair for review. There is no maximum mandatory time period for promotion from Assistant to Associate Professor and no minimum mandatory time period for promotion between ranks from Associate Professor to Professor. The faculty member may initiate promotion review, in writing. Faculty-initiated promotion requests will go forward with or without the support of the Department Chair.
B. Department/Associate Dean for Academic Affairs Review

1. Midterm Review

After four years in rank, all Assistant Professors in the Career Academic Series or Academic Series must receive a formal review at the department level and by the Senior Associate Dean for Academic Affairs. This review is to help identify the faculty member’s strengths and weaknesses relevant to the promotion process. The format of the review is determined by the individual departments, but should involve faculty in the same series and not solely the Department Chair. COM faculty from outside the department may be included in the review process if necessary or appropriate for evaluation of the candidate. The Senior Associate Dean for Academic Affairs will send the faculty member a written evaluation with recommendations.

2. Promotion Review

The review process for promotions will be initiated in the Office of the Dean at least nine (9) months before the anticipated date of promotion, by sending the candidate and his/her Chair/Cluster Leader/Academic Leader a letter indicating the impending review.

The candidate should provide the department with at least five (5) and not more than ten (10) representative publications covering the time in current rank. The publications provided should be those that are felt to best exemplify the scholarship of the candidate.

This review will also include solicitation of external written letters of evaluation from faculty not associated with the COM (see Section V.C.).

Review of Prefix Series faculty for promotion to Associate Professor requires COM A&P Committee, COM Dean, University A&P Committee recommendation, and Provost final approval. Review of promotion to Professor requires COM A&P Committee, COM Dean, University A&P, Provost recommendations. Final approval of the Board of Trustees Academic Affairs Committee and University President.

C. External Reviewers

The Department Chair, in consultation with the chair A&P Committee, will develop an additional list of reviewers (see required letters below) not specified by the candidate. Outside reviewers should be chosen carefully to provide a fair and impartial evaluation of the candidate’s achievements in comparison to faculty of a similar rank at comparable universities or health science centers. It is recommended that reviewers not be limited to personal acquaintances. The suitability of the external evaluators will be closely reviewed at the COM level. The two separate lists of potential reviewers will be submitted to the Senior Associate Dean for Academic Affairs, who will solicit letters from the individual reviewers, with equal representation from both the candidate’s list of reviewers and the list prepared by the Department Chair. Sufficient requests should be sent to receive the required external evaluation letters.

For Promotion to Associate Professor - A minimum of five letters of evaluation must be obtained for Career Academic Series and Academic Series faculty; outside letters are not required for Prefix Series (Clinical/Community/Research) faculty. At least two extramural letters are required (outside of Charles R. Drew University of medicine and Science). Letters are to be from Associate Professor level
or higher. If the candidate has a joint appointment at UCLA, letters from individuals at that institution are considered intramural, otherwise, letters from UCLA are extramural. The candidate will submit a list of three to six potential external reviewers.

For Promotion to Professor – At least 6 letters of recommendation, only 2 of which can be from Associate Professors, while a minimum of 4 must be from individuals at the Professor level. Furthermore, a minimum of 3 of the letters must be extramural (from referees outside of Charles R. Drew University of Medicine & Science), 2 of which must be from individuals at the Professor level. If the candidate has a joint appointment at UCLA, letters from individuals at that institution are considered intramural, otherwise, letters from UCLA are extramural.

The Curriculum Vitae of the candidate and promotion criteria will be sent to each reviewer who will be asked to provide a frank and critical assessment of the candidate based on both personal knowledge and on the information contained in the Curriculum Vitae. Each outside reviewer will be asked to respond to the following: (1) personal knowledge of the candidate; (2) the candidate’s performance in the specified academic areas; (3) the extent of the candidate’s scholarly independence and/or service leadership; (4) the extent of their professional reputation; and (5) performance and quality of the candidate in service to the University, Professions or Other Communities. All letters received by the Associate Dean for Faculty Affairs will be returned to the department for consideration as part of the review of the candidate. After this internal review, the department will submit the Department A&P Committee recommendation to the Department Chair. The Department Chair will submit the Department A&P Committee recommendation, the recommendation of the Chair, Curriculum Vitae of the candidate, all external letters of evaluation, and all other required materials (Appendix G) to the Office of Academic Personnel for final technical review. Satisfactory dossiers will be placed on the agenda of the next scheduled meeting of the COM A&P Committee.

D. Department Chair/Cluster Leader/Academic Leader

For promotion of Clinical/Community/Research faculty in the Prefix Series, the affiliate head or department chair will submit to the COM Senior Associate Dean for Academic Affairs written letters of recommendation from the Department A&P Committee, the Department Chair, the Affiliate Head; the candidate’s Curriculum Vitae in the COM format and Self-Statement (see Appendix F, G); and the required transmittal form and formatted letter (see Appendix G, H). Supporting external letters are not required. Negative decisions are not forwarded to the COM Senior Associate Dean for Academic Affairs.

The COM Senior Associate Dean for Academic Affairs will distribute the above materials to the COM A&P Committee for review and recommendation.
E. COM A&P Committee

1. To ensure uniform application of criteria across the COM, there will be only one COM A&P Committee. The committee will function as follows:
   a. 9 faculty members appointed by the College of Medicine Faculty Executive Board in consultation with the Dean of the College of Medicine from a pool of nominated and self-nominated COM faculty.
   b. One of the 9 will be appointed as Chair, and will vote to break a tie.
   c. Committee members will not be representing any department or discipline, but rather will represent the College of Medicine.
   d. A quorum will be 5 members.
   e. Senior Associate Dean for Academic Affairs will be ex-officio to the committee, but may assume a voting position to assure a quorum.
   f. Candidates for appointment or promotion will not need to be presented by a representative from their respective department.
      i. A 2-reviewer system will be used, whereby members of the committee are assigned candidates that will be considered at that meeting.
      ii. The primary and secondary reviewer will be assigned to review the full dossier in depth and present the candidates credentials at the meeting.
      iii. The remaining members of the A&P Committee will receive the abridged dossier for review, but will have access to all materials in the full dossier by request before the meeting and at the time of the meeting.
   g. Majority vote will prevail.
   h. Recommendation will be forwarded to the COM Dean.
      i. Committee members will sign a confidentiality/non-disclosure agreement on an annual basis, this agreement will be referenced in the meeting sign-in sheet. (See Appendix J.)

2. The A&P Committee considers both quantitative and qualitative evidence. The distribution of contributions across Core Areas constitute the quantitative assessment. The A&P Committee evaluates the quality of the packet through qualitative assessment of the written presentation by the faculty candidate (Self-Statement), Nominating/Chair Letter, Letters of Recommendation, and the evaluation of the evidence (CV, Faculty Activity Plan and Evaluation, qualitative presentations).

3. The A&P Committee shall make one of the following determinations:
   a. Support the recommendation for appointment or promotion in the requested Series and at the requested Rank.
b. Recommend appointment or promotion in another Series or at another Rank.

c. Defer action with specific requests for additional information (this action should only be taken if the A&P Committee believes additional information is required to make a determination).

d. Deny the appointment or promotion
   i. Detailed justification is required.
   ii. Specify date certain (i.e., 6, 12, or 24 months) when reconsideration might be evaluated.

F. COM Dean

The COM Dean will review recommendations made by the COM A&P on promotions. Final decisions for promotions to Professor will be made by the Academic Affairs Committee of the Board of Trustees.

G. Notification Process for Promotion to Associate Professor and Professor

A faculty member shall be advised in writing of the recommendation for or against promotion by the COM Dean.

H. Appeal A faculty member who is denied appointment renewal or advancement in academic step or rank may request reconsideration of and at the time of the decision, according to the terms of the university-wide policy on “CDU Faculty Appointments and Promotions Decisions: Reconsideration Policy and Procedure.” (See Appendix I.)

I. Periodic Review

Each faculty will be evaluated by his/her Department Chair, Cluster Leader or Academic Leader annually to complete a Faculty Activity Plan and Evaluation and to determine whether changes are needed to the Faculty Activity Plan. The normative period of review by the COM A&P Committee is two years for all Assistant Professors and Associate Professors, and every 3 years for Professors; every faculty member must be reviewed at least every five years. Emeritus Professors are exempt from all peer-review requirements.

J. Expiration Date

These Faculty Appointment and Promotions Criteria and Definitions will be in force for five years unless revised or re-affirmed by action of the Faculty of the College of Medicine. If no action is taken, these Faculty Appointment and Promotions Criteria and Definitions expire at the end of June 2026.
Appendices

Appendix A: COM Faculty Series; Appendix B: Academic Citizenship; Appendix C: Education Teaching Achievements; Appendix D: Scholarship and Research Achievements; Appendix E: Service Excellence; Appendix F: Documents Required; Appendix G: Guidelines and Sample Documents; Appendix H: COM Appointments and Promotions Pathway

OFFICE OF RESPONSIBILITY

COM Senior Associate Dean for Academic Affairs, Office of the Dean
Appendices
## Appendix A: COM Faculty Series
(See Section II)

Charles R. Drew University of Medicine & Science  
College of Medicine  
Proposed Faculty Series

<table>
<thead>
<tr>
<th>Series</th>
<th>Ranks and Steps</th>
<th>Expectations and Obligations for Retention</th>
<th>Promotion</th>
<th>A&amp;P Process</th>
</tr>
</thead>
</table>
| Career Academic – Title without prefix or identifier of series | • Instructor (No steps)  
  • Assistant Professor (Step: I-IV)  
  • Associate Professor (Step: I-III)  
  • Professor (Step: I-IX) | • Significant Contribution  
  • Academic Citizenship  
  • Performance in 3 Areas  
    o Education and Teaching  
    o Research & Scholarship  
    o Service Excellence  
  • Excellent performance in 2 of the 3 areas  
  • Progressive scholarly independence  
  • Teaching Evaluations  
  • 4 hours annual Faculty Development  
  • Annual Faculty Activity Plan and Evaluation  
  • New Faculty Activity Plan with advancement  
  • 2-year A&P Committee review for Assistant and Associate Professor  
  • 3-year A&P Committee review for Professor | • Assistant to Associate  
  o 5 years minimum at the Assistant Professor Rank  
  o 8 years maximum at the Assistant Professor Rank with positive mid-term review  
    o Excellent Performance  
    o Increasing Scholarly Independence  
    o Regional or National Reputation  
  • Associate to Professor  
    o Independent of length of participation on COM Faculty  
    o Outstanding Performance  
    o Scholarly Independence  
    o National or International Reputation | • Dean final for and Assistant Professor  
  • Provost final for Associate Professor  
  • President final for Professor |
<table>
<thead>
<tr>
<th>Series</th>
<th>Ranks and Steps</th>
<th>Expectations and Obligations for Retention</th>
<th>Promotion</th>
<th>A&amp;P Process</th>
</tr>
</thead>
</table>
| **Academic** – Title without prefix or identifier of series | • Instructor (No steps)  
• Assistant Professor (Step: I-IV)  
• Associate Professor (Step: I-III)  
• Professor (Step: I-IX) | • Academic Citizenship  
• Performance in 3 Areas  
  o Education and Teaching  
  o Research & Scholarship  
  o Service Excellence  
• Excellent performance in 1 of the 2 core areas of Education/Teaching or Research/Scholarship  
• Teaching Evaluations  
• 4 hours annual faculty development  
• Annual Faculty Activity Plan and Evaluation  
• New Faculty Activity Plan with Advancement  
• 2-year A&P Committee review for Assistant and Associate Professor  
• 3-year A&P Committee review for Professor | • Assistant to Associate  
  o 5 years minimum at the Assistant Professor Rank  
  o 8 years maximum at the Assistant Professor Rank with positive mid-term review  
  o Excellent Performance  
  o Increasing scholarly independence  
  o Regional or National Reputation  
• Associate to Professor  
  o Independent of length of participation on COM Faculty  
  o Outstanding Performance  
  o Scholarly Independence  
  o National or International Reputation | • Dean final for Assistant Professor and Assistant Professor Rank  
• Provost final for Associate Professor  
• President final for Professor |
<table>
<thead>
<tr>
<th>Series</th>
<th>Ranks and Steps</th>
<th>Expectations and Obligations for Retention</th>
<th>Promotion</th>
<th>A&amp;P Process</th>
</tr>
</thead>
</table>
| Prefix – Clinical/Community/Research - Title mandates prefix or identifier of series | • Instructor (No steps)  
• Assistant Professor (No steps)  
• Associate Professor (No steps)  
• Professor (No steps) | • Part-time  
• Performance in 1 Area  
  o Education and Teaching  
  o Research & Scholarship  
  o Professional Service  
  o Clinical Service  
  o Academic Citizenship  
• Teaching Evaluations  
• 4 hours annual faculty development  
• Annual Faculty Activity Plan and Evaluation  
• New Faculty Activity Plan with re-appointment or advancement  
• A&P Committee review for appointment or promotion to Associate Professor or Professor  
• Automatic 5-year expiration date unless re-appointed | • No clock or window for advancement  
• Chair/affiliate head evaluation  
• Evidence of faculty development  
• Teaching evaluations  
• Progressive independence or leadership in area of expertise | • Dean final for and Assistant Pro  
• Provost final for Associate Prof  
• President final for Professor |
Appendix B: Academic Citizenship
(See Section I.A)

<table>
<thead>
<tr>
<th>Contributions in Academic Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Faculty Appointments and Promotions Committee</td>
</tr>
<tr>
<td>B. Educational Policy and Curriculum Committee</td>
</tr>
<tr>
<td>C. Medical Student Admissions Committee</td>
</tr>
<tr>
<td>D. Medical Student Promotions Committee</td>
</tr>
<tr>
<td>E. Medical Student Research Thesis Committee</td>
</tr>
<tr>
<td>F. Graduate Medical Education Committee</td>
</tr>
<tr>
<td>G. Graduate Medical Education Strategic Planning Committee</td>
</tr>
<tr>
<td>H. Continuing Medical Education (CME) Advisory Board</td>
</tr>
<tr>
<td>I. Institutional Review Board (IRB)</td>
</tr>
<tr>
<td>J. Animal Care and Use Committee</td>
</tr>
<tr>
<td>K. COM Faculty Governance (Faculty Council)</td>
</tr>
<tr>
<td>a. Officer</td>
</tr>
<tr>
<td>b. Committee, Task Force, or Ad Hoc Committee Chair</td>
</tr>
<tr>
<td>c. Committee, Task Force, or Ad Hoc Committee Member</td>
</tr>
<tr>
<td>L. University Faculty Governance (Academic Senate)</td>
</tr>
<tr>
<td>a. Officer</td>
</tr>
<tr>
<td>b. Committee, Task Force, or Ad Hoc Committee Chair</td>
</tr>
<tr>
<td>c. Committee, Task Force, or Ad Hoc Committee Member</td>
</tr>
<tr>
<td>M. University Committees and Task Forces</td>
</tr>
<tr>
<td>a. Strategic Planning</td>
</tr>
<tr>
<td>b. WASC preparation</td>
</tr>
<tr>
<td>c. Technology</td>
</tr>
<tr>
<td>d. Special Projects</td>
</tr>
<tr>
<td>e. Ad Hoc Committees</td>
</tr>
<tr>
<td>N. Recognized excellence for contributions to COM through academic citizenship</td>
</tr>
<tr>
<td>O. Institutional Program Director/Infrastructure Director/Program Director</td>
</tr>
<tr>
<td>P. Other</td>
</tr>
</tbody>
</table>
### Appendix C: Education Teaching Achievements
(See Section I.B.1)

#### A List of Specific Medical School Faculty Activities in Education

**Teaching**

1. Lecture activity
   - Lecturing in preclinical, clinical, or graduate course
   - Lecturing during grand rounds
   - Live Internet lectures
   - Enduring lectures (Web-based, Podcast, video, audio tape)

2. Laboratory Activity
   - Providing instruction in wet laboratory, computer laboratory, or skills laboratory activities
   - Providing instruction in research laboratory work

3. Small-Group Activity (Non-Clinical)
   - Serving as tutor or facilitator in problem-based learning
   - Serving as small-group leader in a course
   - Serving as seminar leader
   - Serving as journal club leader
   - Serving as group leader for research or publication review

4. Individual Activity (Non-Clinical)
   - Serving as individual tutor
   - Serving as advisor or mentor for students and trainees
   - Mentoring graduate students and post-docs
   - Serving as research preceptor or thesis director
   - Giving assistance with grant or manuscript preparation

5. Clinical Activity
   - Performing inpatient teaching during attending rounds
   - Teaching during inpatient consultation rounds
   - Teaching in surgery or special clinical procedure rooms
   - Serving as preceptor for student-housestaff patient care team
   - Serving as outpatient clinic attending
   - Serving as ambulatory care attending
   - Serving as case-based session leader on wards or in clinic
   - Serving as clinical conference leader
   - Conducting student or resident morning report
   - Serving as housestaff advisor

**Development of Education Products**

1. Development of education units
   - Developing a major curricular unit (e.g., course, clerkship, or laboratory program)
   - Developing a minor curricular unit (e.g., lab session, problem-based learning case, or conference)
   - Participating in computer-based learning design and development
   - Participating in major revision of course, clerkship, laboratory, or other units
   - Development of Continuing Medical Education and other Professional Development curricula (e.g., course, workshop, seminar)

2. Development of education materials
• Developing innovative teaching methods, learning tools, or distance learning
• Developing syllabus or manual (e.g., course or laboratory)
• Developing teaching materials
• Developing examinations and other evaluation tools

3. Development of personnel
• Participating in standardized patient orientation and training
• Developing faculty and staff skills

### Education Administration and Service

1. Direction of education components
   • Serving as program director (e.g., directing graduate or residency program)
   • Serving as course chair
   • Serving as clerkship chair
   • Serving as laboratory director
   • Serving as elective director (e.g., research, preclinical, clinical)
   • Serving as director of review activities for certification examination

2. Evaluation of education
   • Evaluating student, resident, or other trainee performance
   • Evaluating and mentoring faculty educators
   • Evaluating major curriculum changes
   • Evaluating education programs

3. Administration of education
   • Providing leadership at school level (e.g., education dean)
   • Managing course, clerkship, laboratory, conference, or elective activities
   • Designing and administrating training programs, including research training
   • Providing education committee service and leadership

4. Special Service
   • Serving in outreach programs (e.g., K – 12, college, community, and government)
   • Serving in outreach programs internationally

### Scholarship in Education

1. Research in education
   • Submitting an education grant proposal (internal or external)
   • Receiving an education award (internal or external)
   • Directing education research or scholarly project (internal or external)
   • Collaborating on education scholarship (internal or external)

2. Publications in education
   • Publishing peer-reviewed articles
   • Publishing non-peer-reviewed articles
   • Publishing on the Internet (peer-reviewed articles)
   • Publishing on the Internet (non-peer-reviewed articles)
   • Publishing abstracts
   • Publishing book chapter
   • Authoring a book or books
   • Having publications in other media (e.g., video, CD)

3. Presentation in education
   • Making internal presentations
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Making invited external keynote, plenary, or symposium lectures or presentations</td>
</tr>
<tr>
<td>2.</td>
<td>Making external abstract-based oral or poster presentation</td>
</tr>
<tr>
<td>3.</td>
<td>Service on editorial boards, review bodies, or in elected positions</td>
</tr>
<tr>
<td>4.</td>
<td>Serving as book or journal editor</td>
</tr>
<tr>
<td>5.</td>
<td>Serving as editorial board member or chair</td>
</tr>
<tr>
<td>6.</td>
<td>Reviewing manuscripts, media etc</td>
</tr>
<tr>
<td>7.</td>
<td>Reviewing grants</td>
</tr>
<tr>
<td>8.</td>
<td>Serving in elected office in educational organizations</td>
</tr>
<tr>
<td>9.</td>
<td>Providing consultation in education</td>
</tr>
<tr>
<td>10.</td>
<td>Receiving education awards and prizes (internal and external)</td>
</tr>
</tbody>
</table>

**Appendix D: Scholarship and Research Achievements**

*(See Section I.B.2)*

<table>
<thead>
<tr>
<th>Contributions in Scholarship and Research (clinical sciences, basic sciences, educational sciences)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Peer Reviewed Publications (Scientific Communications)</strong></td>
</tr>
<tr>
<td>1. First or senior author</td>
</tr>
<tr>
<td>2. Second or third author</td>
</tr>
<tr>
<td>3. Other author</td>
</tr>
<tr>
<td>4. Member of a writing group</td>
</tr>
<tr>
<td>5. Case report</td>
</tr>
<tr>
<td>6. Letter to the Editor</td>
</tr>
<tr>
<td>7. Reports</td>
</tr>
<tr>
<td>8. Book author</td>
</tr>
<tr>
<td>10. Book chapter</td>
</tr>
<tr>
<td><strong>B. Non-Peer-Reviewed Publications</strong></td>
</tr>
<tr>
<td>1. Invited editorial article</td>
</tr>
<tr>
<td>2. Invited review article</td>
</tr>
<tr>
<td>3. Book author</td>
</tr>
<tr>
<td>4. Book editor (contributed book)</td>
</tr>
<tr>
<td>5. Book chapter</td>
</tr>
<tr>
<td>6. Articles</td>
</tr>
<tr>
<td>7. Research Reports</td>
</tr>
<tr>
<td>8. Publications in other media (e.g., Internet, podcast, video, CD)</td>
</tr>
<tr>
<td>9. Other</td>
</tr>
<tr>
<td>10. Passim (articles or stories about the faculty member)</td>
</tr>
<tr>
<td><strong>C. Presentations at regional, national and international meetings</strong></td>
</tr>
<tr>
<td>1. Keynote address (invited)</td>
</tr>
<tr>
<td>2. Symposium lectures (invited)</td>
</tr>
<tr>
<td>3. Plenary address (invited/peer reviewed)</td>
</tr>
<tr>
<td>4. Workshop (invited/peer reviewed)</td>
</tr>
<tr>
<td>5. Invited presentations</td>
</tr>
<tr>
<td>6. Oral presentation (peer reviewed)</td>
</tr>
<tr>
<td>7. Poster presentation (peer reviewed)</td>
</tr>
<tr>
<td>8. Other</td>
</tr>
<tr>
<td><strong>D. Peer Reviewer Activity</strong></td>
</tr>
<tr>
<td>1. Editor of a journal</td>
</tr>
<tr>
<td>2. Assistant/Associate Editor</td>
</tr>
<tr>
<td>3. Editorial Board member</td>
</tr>
<tr>
<td>4. Journal reviewer</td>
</tr>
<tr>
<td>5. Chair of NIH/NSF study section</td>
</tr>
<tr>
<td>6. Member of NIH/NSF study section</td>
</tr>
<tr>
<td>7. Chair NIH emphasis panel</td>
</tr>
<tr>
<td>8. Member NIH emphasis panel</td>
</tr>
<tr>
<td>9. Ad hoc reviewer</td>
</tr>
<tr>
<td>10. National task force/committee member</td>
</tr>
<tr>
<td>11. Other grant reviewer</td>
</tr>
<tr>
<td>12. Other</td>
</tr>
<tr>
<td>E. Grants (A, B, C levels) NIH or equivalent Study Section</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>1. Principal Investigator</td>
</tr>
<tr>
<td>2. Co-Principal Investigator</td>
</tr>
<tr>
<td>3. Co-Investigator</td>
</tr>
<tr>
<td>4. Consultant</td>
</tr>
<tr>
<td>5. Key personnel (technical)</td>
</tr>
<tr>
<td>6. Levels</td>
</tr>
<tr>
<td>a. A Level: Federal funding: NIH/NSF R-Series, DOD, Infrastructure</td>
</tr>
<tr>
<td>c. C Level: Pilot project, start-up, seed funding</td>
</tr>
<tr>
<td>F. Intellectual Property Development</td>
</tr>
<tr>
<td>1. Patents</td>
</tr>
<tr>
<td>2. Copyrights</td>
</tr>
<tr>
<td>3. Other inventions</td>
</tr>
<tr>
<td>G. Collaborations/Intra- and Inter-Institutional Participation</td>
</tr>
<tr>
<td>1. Interdisciplinary products</td>
</tr>
<tr>
<td>2. Cross-center products</td>
</tr>
<tr>
<td>3. Inter-institutional products</td>
</tr>
<tr>
<td>4. Cross-college products</td>
</tr>
<tr>
<td>H. Awards, special achievements, special recognition</td>
</tr>
<tr>
<td>1. International, national and regional awards</td>
</tr>
<tr>
<td>2. Election to scientific societies</td>
</tr>
</tbody>
</table>
Appendix E: Service Excellence  
(See Section I.B.3)

Service Excellence is anchored in achievement, a professional reputation for excellence, and innovation or leadership to the professions, external communities or clinical service. This contribution best describes the faculty member’s ambassadorship on behalf of the COM and CDU to the outside world.

<table>
<thead>
<tr>
<th>Contributions in Service Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Service to Professional Associations and Societies – Service to professional association and societies (i.e., IOM, NMA, AAMC, discipline or specialty-specific associations) beyond membership and attending conferences</td>
</tr>
<tr>
<td>1. Leadership</td>
</tr>
<tr>
<td>a. Officer</td>
</tr>
<tr>
<td>b. Committee chair</td>
</tr>
<tr>
<td>c. Committee member</td>
</tr>
<tr>
<td>2. Site visitor/Program evaluator</td>
</tr>
<tr>
<td>3. Receiving award or prize for service</td>
</tr>
<tr>
<td>B. External Community activities – These activities relate to service at the local, state, national or international level to agencies, policy and governmental committees, think-tanks, and task forces.</td>
</tr>
<tr>
<td>1. Leadership</td>
</tr>
<tr>
<td>a. Officer</td>
</tr>
<tr>
<td>b. Member of the Board of Directors</td>
</tr>
<tr>
<td>c. Member of Community Advisory Board</td>
</tr>
<tr>
<td>d. Committee chair</td>
</tr>
<tr>
<td>e. Committee member</td>
</tr>
<tr>
<td>2. Participant</td>
</tr>
<tr>
<td>3. Awards, special achievement, special recognition</td>
</tr>
<tr>
<td>4. Other</td>
</tr>
<tr>
<td>C. Clinical Service – Service provided on behalf of the Charles R. Drew University at a university owned, operated or affiliated clinical site</td>
</tr>
<tr>
<td>1. Clinical administrative/management service</td>
</tr>
<tr>
<td>a. Chief Medical officer</td>
</tr>
<tr>
<td>b. Chief of a department or division</td>
</tr>
<tr>
<td>2. Specific responsibilities</td>
</tr>
<tr>
<td>3. New procedures to be developed, implemented, or revised to improve</td>
</tr>
<tr>
<td>a. Patient care or services</td>
</tr>
<tr>
<td>b. Laboratory functions or services</td>
</tr>
<tr>
<td>c. Management or quality improvement of services</td>
</tr>
<tr>
<td>d. Recognized excellence (internal or external)</td>
</tr>
<tr>
<td>4. Site visitor for clinical accrediting agencies (i.e., JCAHO, CMS, etc)</td>
</tr>
<tr>
<td>5. Other</td>
</tr>
</tbody>
</table>
Appendix F: Documents Required

FACULTY WILL PROVIDE THE FOLLOWING:

1. Self-Statement
2. Current Curriculum Vitae
3. Faculty Plan
4. List of five (5) Intramural References
5. List of five (5) Extramural References with a Biosketch for each
6. Copies of Academic Credentials
7. Bio Sketch
8. Mini Biography for Catalog
9. One copy of each publication

CHAIR/CLUSTER LEADER/ACADEMIC LEADER MUST PROVIDE THE FOLLOWING:

1. Chair’s/Nominator Letter
2. List of five (5) Intramural References
3. List of five (5) Extramural References with a Biosketch for each
4. Reference letters (from the combined list of referees)
5. Teaching Evaluations or Summary Statement
6. Peer Teaching Evaluation or Summary Statement
7. Faculty Plan

ASSOCIATE DEAN FOR FACULTY AFFAIRS/OFFICE OF ACADEMIC PERSONNEL

1. Will solicit the intra- and extramural letters on behalf of the Chair/Cluster Leader/Academic Leader
2. Provide the letters to the Chair/Cluster Leader/Academic Leader
Appendix H: COM Appointments and Promotions Pathway

ACADEMIC APPOINTMENTS AND PROMOTIONS FLOW CHART
Prefix Series
Instructor and Assistant Professor

Office of Academic Personnel
Dossier Prep Workshop

Department Chair or Nominator

Part of Dossier

Candidate

QAP Staff

College of Medicine Dean

Dossier to UCLA once approved by A&P

Letter to Candidate from UCLA

If not complete, return to Candidate or Nominator providing a list of corrections or inconsistencies

Outcome

Letter to the Candidate Cc Dean Academic Affairs, Department Chair/ Nominator, HR, and OAP
ACADEMIC APPOINTMENTS AND PROMOTIONS FLOW CHART
Career Academic and Academic Series
Instructor, Assistant Professor, Associate Professor
Prefix Series
Associate Professor

Office of Academic Personnel
Dossier Prep Workshop

Department Chair or Nominator

Part of Dossier

Candidate

OAP Staff

A&P Committee

Recommendation – Changes are sent to Department Chair or Nominator if there is a disparity

Dossier to UCLA once approved by A&P

Letter to the Candidate from UCLA

Dossier to A&P Committee

Report the decision to the Dean

Letter to the Candidate Cc Dean Academic Affairs, Department Chair/Nominator, HR, and OAP

Outcome

If not complete, return to Candidate or Nominator providing a list of corrections or inconsistencies

Page 1
ACADEMIC APPOINTMENTS AND PROMOTIONS FLOW CHART
All Series
Full Professor

Office of Academic Personnel Dossier Prep Workshop
Department Chair or Nominator
Part of Dossier
Candidate
If not complete, return to Candidate or Nominator providing a list of corrections or inconsistencies

OAP Staff
Dossier Prep Workshop

A&P Committee
Recommendation – Changes are sent to Department Chair or Nominator if there is a disparity

Dossier to UCLA once approved by A&P
Letter to Candidate from UCLA

Dean
Report the decision to the Dean

Dean makes Recommendation to Dean of Academic Affairs,

Dean Academic Affairs

Outcome

Letter to the Candidate Cc Dean Academic Affairs, Department Chair/ Nominator, HR, and OAP

Congratulatory Letter to Candidate (optional) Approval to Dean and OAP

Approval to Dean and OAP
Letter to Candidate from UCLA

Dean makes Recommendation to Dean of Academic Affairs,
1. **CV** – see attached template

2. **Faculty Activity Plan and Evaluation** – see attached form

3. **2-4 references with contact information** – our office will solicit letters of support. Ideally, references with academic appointments.

4. **Self-statement** – The self statement is a narrative self-assessment by the candidate of achievements in teaching, creativity/research, university and public service, and clinical service on behalf of the university. 1-3 pages. See attached sample.

5. **Brief Bio** – Essentially a 1-paragraph statement of basics that would be used for an introduction or presentation

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**OFA CONTACT:**

**Jackie Beaupre**

College of Medicine, Office of Faculty Affairs

[jackiebeaupre@cdrewu.edu](mailto:jackiebeaupre@cdrewu.edu)

Tel: (323) 563-5969 | Fax: (323) 563-5918
**COMPLETE NAME, CREDENTIALS**

**CURRICULUM VITAE**

**PERSONAL HISTORY:**
- Business address
- Business telephone
- Business email

**EDUCATION:**

<table>
<thead>
<tr>
<th>Undergrad Degree Program (B.S., B.A., M.D. or other degree)</th>
<th>University Name</th>
<th>Year Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education Program</td>
<td>University Name</td>
<td>Year Received</td>
</tr>
<tr>
<td>Internship Training Program</td>
<td>University Name</td>
<td>Year – Year</td>
</tr>
<tr>
<td>Residency Training Program</td>
<td>University Name</td>
<td>Year – Year</td>
</tr>
<tr>
<td>Fellowship Training Program</td>
<td>University Name</td>
<td>Year – Year</td>
</tr>
</tbody>
</table>

**LICENSURE:**
- State, Certificate Number
- Date (First Year – Present)

**BOARD CERTIFICATION:**
- State, Certificate Number
- Date (First Year – Present)

**PROFESSIONAL EXPERIENCE:**

**Present Position:**  *(Newest to oldest)*
- Title
- Organization
- City, State

**Previous Positions:**  *(Oldest to newest)*
- Title
- Organization
- City, State
PROFESSIONAL ACTIVITIES: (Oldest to newest)

Committee Service
Name of Program Year – Year

Community Service
Name of Program Year – Year

Professional Associations and Scholarly Societies
Name of Program Year – Year

Editorial Services
Name of Program Year – Year

Consulting Activities
Name of Program Year – Year

HONORS AND SPECIAL AWARDS: (Oldest to newest)

Honor or Award Year

RESEARCH GRANTS AND FELLOWSHIPS RECEIVED: (Oldest to newest)

Active
Title Year – Year
Source
Purpose
Amount, if applicable
Indicate if principle or co-principal investigator

Pending
Title Year – Year
Source
Purpose
Amount, if applicable
Indicate if principle or co-principal investigator

Completed
Title Year – Year
Source
Purpose
Amount, if applicable
Indicate if principle or co-principal investigator
TEACHING  (These are just examples. Every physician does different types of teaching. Reformat to meet your needs. Always separate by student type; Medical Students first, then Residents, then Fellows). Oldest to newest within category.

Medical Student Teaching

Who (e.g. 3rd Year Medical Students), Where (e.g. on the inpatient service at name of hospital)  Year – Year

Position (e.g. Primary Care College Foundations Week Simulation Instructor)  Year

Instruction of 3rd year medical students in outpatient setting during required Family Medicine rotation at name of facility  Year – Present

Medical Student Mentoring  (include names if available)

CDU-UCLA Medical Education Mentor, 4th year medical students mentored through residency application process  2012 – Present

CDU-UCLA Medical Education Mentor, 4th year medical student mentored through residency application process into pediatrics  2014 – 2015

Resident Teaching

Instruction of residents in the outpatient setting (name of facility) and inpatient setting (name of facility)  2012 – Present

Serve as CDU mulation Center Department Liaison/Head Instructor for Family Medicine, developing cases for resident education and taking small groups of residents to simulation center on a monthly basis to review code blue, rapid response, OB and pediatric cases  2012 – Present

Intern Boot Camp Simulation Instructor  2016

Resident Mentoring  (include names if available)

Mentor an average of two residents per class throughout their residency training (6-7 total yearly) Include names if available.  2013 – present

LECTURES AND PRESENTATIONS:  POSTER PRESENTATIONS GO HERE (Oldest to newest)

Example

Please begin your Publication/Bibliography on a separate page

PUBLICATION/BIBLIOGRAPHY:

Bibliography must be categorized and numbered (in reverse chronological order OLDEST TO NEWEST within categories)

Your bibliography must be set up in this manner to assist the reviewers and to avoid having more than one reprint with number 2, etc. Failure to set your bibliography up in this manner will delay your dossier. Please remember to list all categories, even if they do not apply. If you have additional categories to add (e.g., CD-ROMs, etc.), please list in a new category at the bottom of this section.

NOTE: To ensure appropriate evaluation of research and creative scholarly works adherence to established subdivision is essential. Manuscripts submitted and in-preparation are to be listed separately. Please prepare on separate sheet of paper in following format. PLEASE LIST ALL CATEGORIES. If you do not have any in a specific category, please list the category with "none" next to it.

Candidate’s name in the author list for each reference should be in bold letters. For peer-reviewed research papers, if the candidate is not the first- or senior author but played a key role in the research and in the development of the paper, that role should be explained in a sentence or two following the reference. If the first-author was a trainee supervised by the candidate and the candidate is not the senior author, that fact should be mentioned in a comment following the reference.

BRACKETING

Brackets should be added to items in the bibliography that are new for the current review and are either:
• already published
• in press
• accepted for publication

The following may be listed on the bibliography (under separate headings) but cannot be bracketed:
• Items that were bracketed in a prior dossier (earlier status, e.g., in press, may be noted with an asterisk and an explanation, but no brackets)
• Items that have been submitted for publication
• Items for which the research has been completed
• Items in preparation
PUBLICATION/BIBLIOGRAPHY: (All categories - oldest to newest)

RESEARCH PAPERS

RESEARCH PAPERS (PEER REVIEWED)

A. RESEARCH PAPERS - PEER REVIEWED
   1. First peer-reviewed research paper
   2. 
   3. Most recent peer-reviewed research paper

B. RESEARCH PAPERS - PEER REVIEWED (IN PRESS)
   1. First peer-reviewed research paper in press
   2. 
   3. Most recent peer-reviewed research paper in press

C. RESEARCH PAPERS - PEER REVIEWED (SUBMITTED)
   1. First submitted peer-reviewed research paper
   2. 
   3. Most recent submitted peer-reviewed research paper

RESEARCH PAPERS (NON-PEER REVIEWED)

D. RESEARCH PAPERS - NON-PEER REVIEWED
   1. First non-peer reviewed research paper
   2. 
   3. Most recent non-peer reviewed research paper

E. RESEARCH PAPERS - NON-PEER REVIEWED (IN PRESS)
   1. First non-peer reviewed research paper in press
   2. 
   3. Most recent non-peer reviewed research paper in press
F. RESEARCH PAPERS - NON-PEER REVIEWED (SUBMITTED)
   1. First submitted non-peer reviewed research paper
   2. 
   3. Most recent submitted non-peer reviewed research paper

CHAPTERS
   1. 
   2. 

CHAPTERS (IN PRESS)
   3. 
   4. 

LETTERS TO THE EDITOR
   1. 
   2. 
   3. 

REVIEWS
   1. 
   2. 
   3. 

EDITORIALS
   1. 
   2. 
   3.
PAPERS IN PREPARATION (RESEARCH COMPLETED)

1.
2.
3.

ABSTRACTS

1.
2.
3.
College of Medicine Faculty Activity Plan and Evaluation
Academic Year 2022-23

Name_________________________ Department: ___________________

Please complete sections that are applicable. If a section is not applicable place NA in box. Attach a separate sheet and any additional information, if more space is needed.

TEACHING
Your current curriculum/course development and teaching activity and opportunities. What are your teaching plans (curriculum/course development, clinical supervision of students, residents, research training, mentoring, and teaching in CDU/Continuing Medical Education). List name of courses and number of students/residents. Hours per month: Current (July 2021 through June-2022) __________, Planned (July 2022 through June 2023) __________. Number of CDU/College of Medicine (COM) students: __________.

Please indicate current and planned teaching for other students and list departments, courses
If you are supervising students or residents, what is the number you can accommodate at one time? _____

Current: 

Planned: 

RESEARCH
Describe your current and planned research activity at CDU/COM. Hours per month: July-June __________. Number of students: _____

Current: (July 2021 through June-2022)

Planned: (July 2022 through June 2023)

CLINICAL
Clinical Activity in support of the COM. Specialty: __________, Years in Clinical Practice __________ and Clinical Teaching: __________

Current: (July-June 2021-2022)

Planned: (July-June 2022-2023)

SERVICE
What CDU/COM community services, university services (committees, taskforce, community service) do you now perform and what services are you planning? Hours per month: July __________-June __________. Number of students: _____

Current: (July-June 2021-2022)

Planned: (July-June 2022-2023)

OTHER ACTIVITIES IN SUPPORT OF CHARLES R. DREW UNIVERSITY–COLLEGE OF MEDICINE
Please describe. Hours per month: July __________-June __________. Number of students: _____

Current: (July-June 2021-2022)

Planned: (July-June 2022-2023)

Total hours of total planned activities per year for CDU COM should add up to at least 40-50 hours per year for appointment renewal. Anticipated total hours: __________. Please review with Department Chair and sign/date.*

Faculty __________________________ Date __________________
Department Chair __________________________ Date __________________

*For current Faculty, this form also serves as an annual review/assessment and Chair signature indicates Faculty is in good standing. A full dossier, an updated plan, recommendation from chair, and approval by AP Committee & Dean will be required for academic advancement.

Faculty and Chair, please complete the next sheet to comment and evaluate the academic year 2021-2022 performance regarding Teaching, Research, Clinical, Research, Service and Other, as applicable. Faculty primarily serving administrative positions may submit their annual performance review with this form.
Personal Statement

Education and Teaching:

As the focus in primary care has shifted to emphasize patient-centered care, one of my focuses in teaching is how to build a trusting relationship with the patient and their families. I have been preceptor for one to two 1st year CDU/UCLA students for 3 hours every other week. For the first years, I try to focus on obtaining a patient history and organizing the findings into a note or presentation. I have also been a preceptor for 3rd years students as [redacted]. For these students, I focus on performing a targeted interview of the patient and thinking of a comprehensive differential.

Scholarship and Research:

As part of an effort to improve upon the care we are providing to patients in the [redacted], many changes have been implemented. One issue being addressed, which is not unique to [redacted] or any [redacted] is the over-prescribing of opiate medication. Given the rising rates of overdose from and addiction to opiate pain medication, the pharmacies in DHS are putting limits on the quantities of prescriptions. What has not been planned for, however, is how to address chronic pain in these patients. Given the success of group visits for chronic illnesses, I am implementing a group visit curriculum for patients with chronic pain. Together with the clinic director, behavioral health partners, physical therapists, and various other participants, I have put together a program for a patient that targets major issues around treating chronic pain. We will gather data regarding pain and functioning prior to starting the group and at the end of the 6-session course. It is my hope that there will be significant improvement in pain scales, so that further development and implementation of chronic pain groups can be carried out.

Service to the University, Professions and Other Communities:

I have served as a mentor at events hosted by the [redacted]. At the last mentorship event, [redacted], I met with premedical students to discuss their upcoming interviews at medical schools. I also spoke with current students, including CDU/UCLA students about picking a specialty and studying for Step One of the USMLE. I have also assisted the CDU/UCLA Medical Student Admissions Committee by interviewing student candidates.

Clinical Service:

I have worked as a primary care physician in the [redacted], providing care to an underserved community. I have participated in subcommittees that work on improving the access to specialty care. As part of my involvement in the [redacted], I was co-
The presentation was focused on carrying out needs assessments in order to increase the availability of educational materials for patients.

Summary:

It makes me very proud to precept Charles Drew/UCLA students at the as they often come from similar backgrounds as myself, and the patients we serve. I encourage them to use their rich experience when interacting with patients. I believe it is very important to help students to not just focus on the medicine and the diseases they are seeing, but instead think about the patient’s whole experience. Patients from underserved communities often face many barriers to care and students should make it part of their practice to take those barriers into account when treating patients. I plan to continue my involvement in teaching current students and helping to bring in additional students, as well as my practice and projects within as part of my commitment to the Drew Mission.
College of Medicine Faculty Activity Plan and Evaluation  
Academic Year 2022-23

Name ___________________________ Department: ____________________

Please complete sections that are applicable. If a section is not applicable place NA in box. Attach a separate sheet and any additional information, if more space is needed.

TEACHING

Your current curriculum/course development and teaching activity and opportunities. What are your teaching plans (curriculum/course development, clinical supervision of students, residents, research training, mentoring, and teaching in CDU/Continuing Medical Education).

List name of courses and number of students/residents. Hours per month: Current (July 2021 through June-2022) ______________.

Planned (July 2022 through June 2023) ______________. Number of CDU/College of Medicine (COM) students: ______________.

Please indicate current and planned teaching for other students and list departments, courses

If you are supervising students or residents, what is the number you can accommodate at one time? _____

Current:

Planned:

RESEARCH

Describe your current and planned research activity at CDU/COM. Hours per month: July-June _____. Number of students: _____.

Current: (July 2021 through June 2022)

Planned: (July 2022 through June 2023)

CLINICAL

Clinical Activity in support of the COM. Specialty: _______________ Years in Clinical Practice ____ and Clinical Teaching: _____.

Current: (July-June 2021-2022)

Planned: (July-June 2022-2023)

SERVICE

What CDU/COM community services, university services (committees, taskforce, community service) do you now perform and what services are you planning? Hours per month: July ______-June ______. Number of students: _____.

Current: (July-June 2021-2022)

Planned: (July-June 2022-2023)

OTHER ACTIVITIES IN SUPPORT OF CHARLES R. DREW UNIVERSITY–COLLEGE OF MEDICINE

Please describe. Hours per month: July ______-June ______. Number of students: _____.

Current: (July-June 2021-2022)

Planned: (July-June 2022-2023)

Total hours of total planned activities per year for CDU COM should add up to at least 40-50 hours per year for appointment renewal.

Anticipated total hours: _____. Please review with Department Chair and sign/date.*

Faculty ___________________________ Date _______________ Department Chair ___________________________ Date _______________

*For current Faculty, this form also serves as an annual review/assessment and Chair signature indicates Faculty is in good standing. A full dossier, an updated plan, recommendation from chair, and approval by AP Committee & Dean will be required for academic advancement.

Faculty and Chair, please complete the next sheet to comment and evaluate the academic year 2021-2022 performance regarding Teaching, Research, Clinical, Research, Service and Other, as applicable. Faculty primarily serving administrative positions may submit their annual performance review with this form.