

Resources for Faculty Members

Welcome to the Faculty Resources web page! If you are a new faculty member, this is part of your orientation. For all faculty members, this serves as an ongoing reference whenever the need arises.

This guide describes resources provided to facilitate your work as a faculty member, especially as related to the preparation and delivery of the D.P.M. curriculum, as well as policies and procedures you need to know in order to carry out your duties. The table of contents below is bookmarked to enable you to jump to a specific topic; below that there are links to frequently-used documents. There are also **links** within the text to other documents. A few terms are defined at the outset to ensure that they are interpreted the same way by all.

[Preparing and Presenting Courses: Definitions of Terms](#)

[Preparation and Dissemination of Syllabi and other Course Materials](#)

[List of Required Textbooks](#)

[Syllabi](#)

[Class Schedules](#)

[Audiovisuals and Printed Handouts](#)

[The NYCPM Intranet](#)

[Course Presentation and Classroom Management](#)

[Evaluation of Student Performance](#)

[General Resources and Policies for Faculty Members](#)

[Evaluation of Faculty Performance](#)

[Curriculum Development and Maintenance](#)

[Ongoing Curriculum Improvement by Course Directors](#)



Documents you can quickly access as needed: The following are available online, two in Word, the rest in pdf format, at this site.

[Faculty Handbook](#)

[Student Handbook](#)

[NYCPM Catalog](#)

[Academic Calendar](#)

[Faculty Portfolio](#) – an aid in faculty evaluation including self-evaluation

[Syllabus Guide](#) – an aid in assembling a course syllabus

[Syllabus Form](#) – A blank syllabus outline in **Word**, to copy and complete

[Curriculum](#) – Listing of the 4-year curriculum: course numbers, titles, credit hours, grade type

[Course Descriptions](#) – made available in **Word** for easy pasting into syllabi

1. Preparing and Presenting Courses

Definitions of Terms

Academic Year: An annual cycle in which students are registered, the entire curriculum is offered, student performance is evaluated and grades recorded, qualified students are promoted to the next academic year, degrees are awarded to those who have met graduation requirements, and all other

academic year-based responsibilities are carried out. At NYCPM, the overall academic year begins and ends in the month of June, although the academic year for each class varies (e.g., for freshmen, the academic year begins in September).

Semester: A scheduled period of time representing one-half of the academic year. The length of a semester is defined by the NYS Education Department as 15 weeks of instruction, allowing for examinations, holidays, etc., which may be additional. Each course should be scheduled for completion within the semester to which it is assigned, in order to permit prompt determination of students' academic standing following the semester.

Hours of instruction and Credit Hours: A **semester hour** (the unit of **academic credit** used at NYCPM) is defined by the New York State Education Department as a minimum of 15 hours of instructional time in a didactic classroom course (1 hour/week X 15 weeks). In laboratory and clinical settings, the ratio of clock hours to credit hours is higher (2 to 3 clock hours per week for 1 semester hour of credit). Example: a 4-credit lecture and lab course could consist of three hours per week of lecture (accounting for 3 credit hours) plus another 2 to 3 hours of laboratory time per week (accounting for one credit hour) for the duration of the semester.

Note: A substantial change in the hours of lecture, laboratory or clinical time offered in a course may require a change in the number of credit hours of the course; such a change must be approved by the Curriculum Committee. Generally, semester hours are rounded to the nearest half (0.5) credit hour.

Lecture Hours: For didactic courses, one hour of lecture, as defined by the New York State Education Department, consists of 50 minutes of actual instruction followed by a 10-minute break. Lecture sessions that are two or three hours in length should not be conducted without a break. A three-hour lecture (i.e., 150 minutes of actual lecture time) may be organized into two 75-minute sessions with a 10-15 minute break at the midpoint (as an alternative to three 50-minute periods with 2 breaks), and in any case should end at the scheduled time (10 minutes prior to the next hour).

Note: Faculty members are expected to begin and end a class on schedule; failure to dismiss class on schedule will deny students an appropriate break between classes and may intrude upon the lecture time assigned to another faculty member.

Course: An organized sequence of instructional activities, generally including evaluation of student achievement of stated learning objectives and the awarding of academic credit upon successful completion by the student.

Course Description: A brief description of the nature and purpose of a course, also referred to as the Catalog Description, approved by the Curriculum Committee for publication in the course syllabus and in the Catalog. It remains unchanged until a change is approved by the Curriculum Committee.

Course Syllabus: The document which defines the nature and purpose of the course, including a summary of the learning objectives to be achieved by the students, required/recommended textbooks, articles, web-based resources, equipment if any, policies specific to the course regarding attendance, methods of evaluation of student performance, policies common to many or all courses, and the chronological listing of topics and study assignments related to each class session or each week, and any other information which the course director deems important (see further discussion below).

Curriculum: The sum of all course syllabi and related instructional material that makes up the content of an educational program.

Required and Recommended Textbook(s) and Other Resources:

Required textbooks are those which students are responsible to use throughout a course. They contain mandatory reading assignments, on which students will be evaluated. *Hint: An occasional test based upon textbook assignments helps to ensure compliance with reading assignments.*

Other required resources listed in a syllabus may include journal articles, web-based information, etc., that students are responsible to access and study, and on which they will be evaluated.

Required Equipment is any equipment that the student must possess and use in order to achieve the learning objectives of the course. (A stethoscope would be an example for specific courses.)

Recommended books, articles, and other resources are those which the course director recommends for additional learning related to course content but not essential to fulfilling the basic course objectives.

Preparation and Dissemination of Syllabi and other Course Materials

Required Textbooks

Course Directors are required to announce their selection of a **required textbook**, if any, by a published due date (a month before the semester begins), in order that the textbook lists can be published, and books ordered, in a timely manner. The availability of the book in classroom quantities must be checked. Any required textbook must be included in the course syllabus; once it has been purchased it is not subject to change. ***The decision to use a new edition must be made before, not after, the required textbooks are ordered.***

List of Required Textbooks

The Required Textbooks for each semester are:

- *Verified by the Department Chair with the course director for each upcoming course (not based on old information). If there is no change in the textbook, that needs to be confirmed.*
- *Fully documented, with the name(s) of the **author(s)**, the **full title**, the **edition**, the **publisher** and the **year**. It is good to include the ISBN number if available. Any course director who does not supply full documentation will be contacted by the Chair for the missing information.*
- *Checked for the availability of the specified editions;*
- *Submitted for proofreading (the completed semester list) and correction by published due dates;*
- *Supplied to students, the Library, the Financial Aid office and to the designated off-campus/online Book Store, a month in advance of the new semester.*

The responsibility for assembling semester booklists belongs to the offices of the Division Deans (Pre-Clinical Sciences for Semesters 1-4 and Clinical Studies for Semesters 5-8).

Preparation of Syllabi

A new/revised syllabus is prepared for each course every year, **by the Course Director with assistance as needed from the Department Chair**, using the current [syllabus format](#) and aided by the [Syllabus Guide](#). The syllabus shows the approved Course Description as also shown in the [Catalog](#). Syllabi are submitted on schedule to a designated individual for proofreading (see sample below). The department Chair has final responsibility for correction of identified errors in consultation with the course director. The Chair may assign the department administrative assistant or the course director to execute the corrections.

Necessary items in a syllabus include the course title, credit hours and grade type, all found in the current [Curriculum](#) document, the course director's contact information, required textbook(s), materials and equipment, if any, the course description, general goals and terminal learning objectives briefly summarized*, methods of evaluation of student performance, final grade computation, policies regarding attendance and missed exams, and any institutional and/or departmental policies that apply to that course. Most of these elements are **mandated in CPME Standards**.

**A more detailed ("lecture-level") list of "enabling" objectives may be reserved as a series of handouts. The syllabus should briefly list the terminal competencies that the student can expect to gain from the course.*

*Note: In developing a course syllabus, the course director should be aware of the courses preceding, concurrent with, and following that course, so as to contribute optimally to the integration and smooth flow of students' learning experiences throughout the DPM program, without excessive redundancy. **Be aware that the quality of a syllabus reflects upon its author (normally the course director) when faculty performance is periodically evaluated.***

Maintenance of Syllabi on File

Each department is responsible to maintain on file (computer and hard copy as backup) the most recent edition of each syllabus in that department. Older syllabi should be archived to maintain history. The Department Chair and the Course Director will maintain copies of current syllabi to ensure access by either at any time. A hard copy syllabus file should also include copies of "lecture handouts" and other materials which are considered part of the course. A syllabus remains "current" until replaced.

Course Director's Responsibility: The Course Director submits a syllabus to the department Chair for correction and dissemination. Syllabi are posted to the College's [Intranet](#). They are not distributed in any other manner such as e-mail or hard copy. This ensures that only the correct version circulates.

Course Director's Responsibility regarding Required Textbooks: The Course Director enjoys the academic freedom to select a suitable textbook for a course (or to decide that there will be no required textbook). His/her responsibility to make that decision in a timely manner is discussed above.

Department Chair's Responsibility: While the course director submits an appropriately prepared syllabus reflecting the aforementioned elements and the weekly schedule for the course, the

Department Chair bears the final responsibility for ensuring that the syllabus complies with College-wide and departmental standards (and relevant CPME standards), and that the information therein is accurate. It is also the Chair's responsibility to provide to course directors the timelines and necessary materials, collect syllabi and keep course directors informed of any corrections made.

Sample Schedule for Syllabus and Booklist Submission and Student Information Packet Dissemination

	Textbook List Due	Syllabi Due for proof-reading	Syllabi posted to Intranet	Start of Classes
Fall 20XX				
Semester I	Mon., Aug. 2	Wed., Aug. 11	Wed., Aug. 26	Wed. Sept. 1
Semester III	Fri., April 30	Mon., May 17	Fri., May 28	Mon. June 7
Semester V	Wed., June 2	Fri., June 18	Mon., June 28	Thu. July 8
Sems. VII/VIII	Wed., June 2	Fri., June 18	Mon., June 28	Tue. July 6
Spring 20XX				
Semester II	Mon., Dec. 6	Wed., Dec. 15	Mon., Dec. 22	Wed., Jan. 5
Semester IV	Mon., Oct. 4	Wed., Oct. 20	Wed., Oct. 27	Mon., Nov. 8
Semester VI	Mon., Sept. 27	Wed., Oct. 13	Fri., Oct. 22	Mon., Nov. 1

Class Schedules as Published in Syllabi

A syllabus includes the weekly sequence of topics and related study assignments. It is developed by the department Chairs and involved faculty member(s), with an effort made to accommodate the scheduling constraints of involved faculty members. An individual in each Division is assigned to create the day/hour schedules. The schedule of topics in the syllabus *should not refer to calendar dates* which are subject to change; it should, however, identify the academic year.

Division Dean's/Department Chair's Responsibility: The Division Deans and Department Chairs are responsible (1) to inform all those involved of the **due dates** for submission of textbooks and syllabi, (2) to supply them with the necessary materials such as the current curriculum listing, the syllabus form, syllabus guide and course descriptions, (3) to submit textbook lists and syllabi for proofreading on schedule, and (4) to forward approved textbook lists to the appropriate recipients

Course Director's Responsibility: Each course director is expected to participate in the development of an up-to-date course syllabus, and select a course textbook, all with the Chair's assistance where needed, and submit these to the Chair in accord with the published schedule (see sample above). **It is the course director's responsibility to participate in the development of his/her teaching schedule when it is being prepared.** Scheduling constraints should not be brought up after the fact.

Adjunct Faculty Members' Responsibility:

- ***If the course director is an adjunct faculty member, he/she needs to maintain communication with the department Chair as the time approaches for submitting a syllabus and a textbook selection.***

- *It is essential that every teaching faculty member participate in the development of his/her teaching schedule, noting any personal scheduling constraints, so that the schedule may be completed in a timely manner and not subsequently altered.*

Division Offices' Responsibilities for Student Information Packets, Textbook Lists and Class Schedules:

The offices of Pre-Clinical Sciences and Clinical Studies are responsible to provide textbook lists, class schedules and correct syllabi by semester as follows:

- Semesters 1-4 Pre-Clinical Sciences
- Semesters 5-8 Clinical Studies

Audiovisuals and Printed Handouts

Course directors are expected to utilize audiovisual aids such as PowerPoint and printed materials as appropriate to summarize and illustrate course content and identify major concepts. Handouts to be printed are e-mailed to printrequest@nycpm.edu. Materials to be printed in classroom quantities are billed to the appropriate department via use of the [Xerox Request Form](#). Course directors should familiarize themselves with the related procedures. In addition, course directors should mention available print and web-based resources relevant to the course objectives in their syllabi, and encourage students to read beyond the minimum requirements. The IT department offers instruction and assistance with PowerPoint and other AV aids.

(Smile, you're on TV!) Faculty members should be aware that their lectures are being recorded via a **video capture system** for subsequent review by any students who were absent or who want to see them again, and also for evaluation by their supervisors.

Course directors should supply copies of lecture handouts to their department Chair for inclusion in the master course files. **They become an integral part of the course and an extension of the syllabus.**

Course Materials on the NYCPM Intranet

NYCPM's password-protected **Intranet** is conveniently linked to the NYCPM website's home page. It is where many course-related materials are posted, such as:

- Syllabi and Class schedules
- Textbook Lists by semester
- Lecture Handouts
- Video captures of classroom lectures
- ...and much more.

The Intranet provides a convenient way for students and faculty to access such information from any location, at any time. It is the **ONLY** place where syllabi are posted.

The Intranet and its use are discussed in **Part 2: General Resources and Policies for Faculty Members.**

Course Presentation and Classroom Management

Classroom Lectures

Classroom presentations should be synchronized with the order of lectures and study assignments announced in the syllabus. While we are not here to entertain our students, we do need to make an effort to hold their attention, encourage active learning and maintain a pleasant learning environment.

Research has shown that people have different learning styles—some learn best verbally, others more visually, some by listening, some by reading, and some by active participation. Varied teaching methods and illustrations/demonstrations help to maximize the learning of all students.

The use of PowerPoint, other audiovisuals and lecture handouts helps to emphasize specific content; however, these aids do not constitute the entire content of the course, and neither instructor nor student should believe that exams need to be limited to what is presented in slides or handouts.

Classroom Management

Each instructor has his/her own teaching style including allowance for student participation. He/she is expected to maintain an atmosphere conducive to attention, respect, professionalism and participation when appropriate. Orderly discussion of subject matter contributes to effective learning. Faculty members need to be familiar with, and enforce, classroom rules including those related to dress, food and drink, conduct, use of electronic devices, etc. If a student remains out of compliance with rules despite a friendly reminder, or exhibits disruptive or inappropriate behavior, a [concern form](#) should be filled out and sent to the Dean for Student Services. Likewise, professionalism and exemplary class performance should also be noted via a [praise form](#).

Praise/Concern forms

Praise and concern forms enable us to document outstanding performance or deficient performance of a student, related to academic performance, classroom behavior, professionalism or anything else that contributes to the total evaluation of that student. The forms are submitted to the Dean of Student Services and kept confidential. Their uses may include recommendation for tutoring or counseling, or for certain awards, and may impact the “Dean’s Letter” of recommendation for residency positions.

On rare occasions, you may need to report seriously unprofessional conduct or dishonesty. The **Honor Council** addresses such matters. Consult with the Dean for Student Services on how to proceed.

Conducting Examinations

The conduct of examinations is an important aspect of classroom management. The rule that students must not have books, papers or electronic devices on or near their person, nor attempt to communicate with another student, must be carefully enforced. Alert proctors help ensure that all students comply. A proctor cannot answer a student’s question during a test, for several reasons including the following:

- It disrupts an otherwise distraction-free testing environment;
- A clarification given individually may give one student an advantage over others who would have benefited from it but did not receive it;
- An attempt to to [clarify a question](#) may inadvertently give students a hint toward recognizing the correct answer or eliminating a wrong answer.

Electronic testing (via laptops or other devices) helps solve many problems. It is very carefully administered at NYCPM, and all faculty members need to know how to cooperate with it.

There are also established procedures regarding opportunities to use a restroom to during an exam, to ensure test security. A student may attempt, by various means, to utilize a “bathroom break” as an opportunity to cheat on a test in progress. Faculty members and all proctors are required to know and enforce the established policies and report any attempt by a student to circumvent them.

Evaluation of Student Performance

The information below is brief. The processes involved in evaluating student performance, administering tests and quizzes, providing make-up exams and retests, helping at-risk students obtain needed help, etc., cannot be fully understood without consulting with department Chairs and also referring to the current *Student Handbook*.

Student performance and Course Grades

All evaluation contributing to the **final grade** will relate to the student’s achievement of the stated learning objectives of the course—knowledge and competencies the student did not possess before taking the course. An effort is made to evaluate the achievement of each objective. Hence all learning objectives are stated in terms of concrete, measurable behaviors. Such learning objectives should guide both instruction and test construction, and they also help students know clearly what they are expected to learn.

Each course director assigns grades in accord with the grading system assigned to the course (Letter Grade or P/F). The course director must disclose in the syllabus the type(s) of evaluations that will be used in the course (such as grades earned in exams, oral and written reports, laboratory or clinical performance, etc.). Also the manner in which the final grade will be calculated, including the impact of attendance, must be announced and subsequently followed.

Final grades are transmitted to the Registrar promptly following the end of each course. An “Incomplete” grade signifies that at the end of the course, a student had not yet satisfied all requirements to receive a final grade. There is generally a 30-day time limit for conversion of any Incomplete grade to a final grade; otherwise a grade of F is assigned.

Quizzes, Examinations and Other Evaluations

The course director decides how many and what types of evaluations will be used to measure achievement of course objectives. Once published in the course syllabus, it must be followed. The format and technology utilized in administering and scoring examinations is a matter of College policy. The course director needs to become familiar with the current procedures and relevant technology, for which instruction is provided to faculty members as needed.

Attendance Policy and Attendance Reporting

Attendance policy and attendance reporting are separate matters. Attendance policy refers to the degree to which class attendance is expected or required, which can vary from entirely optional

attendance to mandated full attendance with the requirement that absences be made up. Attendance reporting, required of all institutions, is simply a record of who is present and who is absent.

Attendance Policy includes the general, “institutional” attendance policy stated in the Student Handbook, which further states that a course-specific or department-specific component is needed to complete the policy. (This is why “see institutional attendance policy” does not define the attendance policy for a course.) Course directors/departments have freedom to establish their attendance policies, within the general parameters of the institutional policy. In many lecture courses at NYCPM, attendance is encouraged via a deduction of points from the final grade of a student whose attendance is deficient as evidenced by absence from too many “attendance quizzes.” Excused absences due to extenuating circumstances are addressed in the Student Handbook.

In labs and clinical clerkships the attendance rules are much stricter.

Attendance Reporting: The course director is free to record attendance at any time, by any method, and expected to do so with some regularity. The use of unannounced “attendance quizzes” to verify attendance is common. A simple roll call may be carried out at any time.

Absence from Examinations

The course director needs to be familiar with institutional and department-level policies regarding the consequences following absence from examinations, as well as those regarding late arrival to an examination, including the distinction between excused and unexcused absences.

Course Failure and Retesting

The course director must be familiar with, and comply with, the College’s current policies regarding a period for study and retesting, following a final exam, in the event of course failures. The policy is supplied to course directors, in the syllabus form.

Helping At-Risk Students

At NYCPM we want to see all students succeed to the best of their abilities. Faculty members are urged to identify students who are having difficulty and bring them into contact with the resources they need.

The **Dean for Student Services** is a central contact person regarding students in academic difficulty. The **Praise/Concern** forms used by faculty members are submitted to the Dean.

Tutoring is available, free of charge, to students who have a real need, verified by their instructor. Detailed policies are found in the Student Handbook. A faculty member should verify that a student is having difficulty with the course, because evidence of need qualifies the student to receive tutoring.

Academic Advising/Mentoring is offered to students by faculty members, and hopefully you will contribute to that process.

Professional Counseling is available to help students address personal concerns, especially insofar as they impact the student’s academic success.

Accommodations are available for any students with disabilities, including learning disabilities. You may be asked to cooperate with some accommodations such as extended and/or distraction-free testing time.

Summary of Course Director's responsibilities

- **Prepare:** Actively participate in developing the syllabus, textbook selection, reading assignments, handouts, audiovisuals, online materials, etc., and prepare lectures in advance.
- **Deliver the course:** Present lectures, course materials, assignments, etc., as planned. Begin class sessions on time and end them on time. Provide scheduled time to advise and mentor students relative to the course and to their performance.
- **Evaluate student performance:** prepare and administer exams, quizzes and any other appropriate measures of the competencies the students should have learned.
- **Improve the course:** Based on student performance, student evaluations and self-evaluation, make an effort to correct weaknesses and enhance the course each year.

2. General Resources and Policies for Faculty Members

ID Badge

This is obtained from Security (x8063); it must be worn at all times on campus (College and Clinic).

Attendance; Hand Scanner

All faculty members (as well as administration and staff) are required to use the hand scanner when entering or leaving the campus. All new faculty members are introduced to its use and an initial hand scan is entered into the system. This verifies an individual's time of entry and exit, which is transmitted to the payroll office. Absences must be accounted for as sick days, vacation days, College business, etc. A form is provided for requesting time off with anticipation or reporting an actual unexpected absence; The latter results in a form generated by the payroll office requesting clarification of the irregularity.

Phone System

Become familiar with your 4-digit **phone extension**. Next, learn to use phone features including your **voice mail**. Dial **8195** to access the Audix® system. On the prompt, enter your **extension number plus “#”**, then your **Password and “#”**. You'll be assisted by IS to create your own password, and they'll give you instruction plus a printed guide to voice mail. Voice mail can also be accessed from off campus.

Long Distance code: You'll need a 4-digit code to make calls outside the local area. Get it from IS.

The Faculty Handbook

The [Faculty Handbook](#) is an essential reference for every faculty member. It is accessible on the College's **Intranet**. It is maintained by a committee of the Faculty Council.

Communication with Students

Course directors are expected to be reasonably accessible to students for individual consultation.

A course director's e-mail address and a phone number where the students can reach him/her is listed in the syllabus. This is normally the NYCPM e-mail account and the NYCPM phone extension.

Exceptions include adjunct faculty who are off campus most of the time. If appointments during office

hours are to be made through a department secretary/administrator, that is noted in the syllabus. The days of the week on which appointments are available should be identified to the extent possible. If availability varies from week to week, there is a “Days vary” option in the syllabus form. **Note:** While you are expected to be reasonably accessible to students, they are expected to contact faculty in a timely, courteous and professional manner and not to interrupt faculty members in hallways, the cafeteria, etc. and disrupt their normal activities.

In addition to the **Student Information Packets** and **lists of required textbooks** described above, there is an **Externship Manual**, prepared annually by the Division of Clinical Studies, and a **Residency Manual**, prepared annually by the Office of Graduate Medical Education. All are available on the Intranet.

E-mail Accounts; Communication with NYCPM Administrators

Every faculty member is assigned an e-mail account in the College’s e-mail system. If for good reason a faculty member (such as an Adjunct) normally uses a different e-mail account, that faculty member’s “_____@nycpm.edu” account will be linked to the latter so that e-mail messages from the College are forwarded to the account the faculty member regularly uses. If an adjunct faculty member who is not a course director prefers not to have e-mail contact information listed in the College’s online Faculty Contact List, the individual’s name will remain unlisted, but his/her e-mail account will be known to his/her immediate supervisor and College Administration. Every faculty member is obligated to check and promptly respond to e-mail messages from the College, especially from their department Chair or a higher administrator. For mass e-mail messages from the College to faculty members, there are two e-mail distribution groups: “**NYCPM Faculty**” (non-adjuncts) and “**NYCPM Adjunct Faculty**”. Faculty members can readily access their e-mail from off-campus via the e-mail tab on the College’s website.

Every faculty member must also provide a telephone number where he/she can be reached by College Administration and by his/her department Chair and department secretary.

E-mail Communications with Students

Faculty members need to be aware that students are required to use their NYCPM e-mail account in all communications with the College. Faculty members are expected to cooperate with this rule by not replying to e-mail communications from students sent via other than their College e-mail account.

Technology Resources for Faculty Members

The College maintains a variety of technological resources to facilitate the work of the faculty. Faculty members’ computers are equipped with updated versions of Microsoft Office (Word, PowerPoint, Excel and Outlook). Additional software may be made available when needed. Faculty members are expected to be able to use this software, and the College provides training in its use, free of charge, **and faculty members who need such training are expected to avail themselves of it**. Faculty members are given an e-mail account with the suffix “...@nycpm.edu” and are expected to check it daily. It is the standard channel of communication between the College’s administration and the Faculty. E-mail can be accessed from any location by logging onto the College’s Website and choosing the E-Mail link.

The NYCPM Intranet

NYCPM maintains a password-protected **Intranet** conveniently linked to the NYCPM website’s home page. The IS Department must establish a username and password specifically for your access to the Intranet, which may be (but need not be) the same as you use for general purposes. It is the online location for information for students, faculty and staff that is only of interest to the College community. That information includes items such as:

- Syllabi and Class schedules (posted in compliance with a established protocols)
- Lecture Handouts
- Clerkship schedules
- Externship manuals and list of programs
- Video captures of classroom lectures
- Faculty Members' Pages
- The Faculty Handbook
- Tutorials and instructional videos from the I.S. Department
- The Student Government Constitution and postings by the SGA and Student Clubs

Lecture handouts are posted on the NYCPM Intranet at the course director's request. Posting requests are submitted to a designated individual with instructions as to the location where they are to be posted (the semester/course folder, etc). If there is no existing folder for the course, one will be created.

Faculty Members' Pages on NYCPM's Intranet. There is a section of the NYCPM Intranet reserved for Faculty Members' pages. (This is distinct from the "Lecture Handouts" area related to specific courses.) A faculty member may request the IS department to establish a folder with his/her name in which he/she may maintain information, whether course-related or otherwise, to share with students and other members of the NYCPM community. Such information might include one's educational and professional background, publications, research interests, even hobbies.

It is essential that faculty members who post lecture handouts and/or personal pages take responsibility to post material that is of professional quality and is current. ***They are also expected to periodically review their posted materials and have obsolete materials deleted.***

Procedure for Posting of Lecture Handouts and Personal Pages on the Intranet. There are individuals designated to facilitate the posting of Intranet materials for faculty members (Check with your department Chair for current information). Faculty members should submit materials for posting in electronic form (Word documents, PowerPoint slide sets, pdf's, etc.) with clear instructions as to where each item is to be posted.

Reserving Facilities for Meetings

All classrooms, conference rooms, etc. may be reserved for use. Obviously their reservation for conducting class sessions is the first priority. When not reserved for class they are generally available to be reserved for other uses. There are designated staff members empowered to make reservations in a system called Meeting Room Manager. For faculty purposes they are the administrators in Pre-Clinical Sciences and in Clinical Studies. It is best to reserve a room well in advance of the time it is needed in order to lock in the reservation. If a meeting will involve use of audiovisual or other equipment, the I.T. department will be happy to assist; requests should be made with anticipation.

Administrative, Academic and Social Activities

As a faculty member, you are invited, and expected, to participate in the life of the College family. There is an annual **faculty retreat**, at which attendance by all full-time faculty is mandatory. The most obvious academic ceremony is **graduation**, at which faculty participation (mandatory) is very important to the graduates and their families. At graduation, faculty members wear academic attire (obtained via the Registrar) as they do at the annual **Academic Convocation**, at which honorary degrees are conferred.

The **White Coat Ceremony** for first year students symbolizes the beginning of their professional life, and an annual **Awards Ceremony** for seniors recognizes their achievements. Faculty members are expected to attend both of these events (academic attire is not used).

Throughout the year there are numerous social and recreational events, both on- and off-campus, which faculty are encouraged to attend.

Library Services

The NYCPM Library is a powerful ally to faculty members, providing extensive hard copy and web-based resources for faculty and students. Faculty members are encouraged to request that specific items be placed on reserve, that the Library acquire specific books and other resources not currently on hand, and that specific items be obtained through interlibrary loan. The Library published a monthly list of new acquisitions as well as an annual faculty bibliography.

Printing and Photocopying

Faculty and Staff Members may print from computers and utilize printer/copiers (most of which also offer scanning, faxing and e-mail capabilities) assigned to their respective departments. The copiers require use of an access code, which is not to be shared with students. Instruction is available in the various capabilities of these machines. Your PC may be connected to more than one printer. Learn how to select the desired printer on-screen. Because the departmental printer/copiers serve multiple users, your job may not be the first one out of the machine. Be careful not to take someone else's job by mistake.

For larger printing or photocopying jobs, such as class handouts, the services of the College's Xerox Center are available. Also special services such as color printing or nonstandard stock are available. In all cases, requests are directed to printrequest@nycpm.edu which will facilitate the job. There is also assistance available to faculty members in developing documents requiring special features such as graphic design. Sufficient lead time must be allowed for special projects.

All printing and copying (whether on the department-level machines or through the central printing office) is charged to the departments utilizing it; printers and copiers are metered. Faculty members are urged to conserve department funds by transmitting information electronically where appropriate.

Students have access to photocopying at a modest price. They also have access to print from computers, without charge, but within established limits. Students are aware of the printing/copying policies which apply to them. Faculty and staff members are prohibited from sharing copier codes with students or otherwise facilitating inappropriate student access to resources.

Academic Calendar and Class Schedules

The [Academic Calendar](#) for the coming academic year is developed no later than the prior February by a work group including the Division Deans, the persons assigned to develop class schedules, the Financial Aid Director and the Assistant to the Academic Dean. Dates that cannot be determined at that time, such as NBPM test dates and graduation, are marked "TBA" until such time as the exact dates are set. The academic calendar principally includes start/end dates of semesters, holidays and other recess periods, administrative dates related to student registration, tuition payment, financial aid, etc.

The Academic Calendar is synchronized with that of the Foot Center of New York, especially as regards closures for holidays, to avoid discrepancies. It is posted online for easy access.

As mentioned above, **Class schedules** for the semester are developed within the parameters of the approved Academic Calendar, which is divided into fall and spring semesters. This is done by Chairs, course directors, and all other participating faculty members, in close collaboration, in order to accommodate individual scheduling constraints. Master class schedules are posted for each semester, and are also provided via hard copy to the students for their convenience. A course director may not unilaterally make a change in the class schedule because doing so would create conflicts with other class schedules and room utilization. Any request for an adjustment to published schedules, due to extenuating circumstances, must be made to the Division Dean and executed by the authorized person in that division responsible for scheduling, to ensure that no conflict is created. Normally only within-course changes are approved (i.e., changes that do not affect the schedules of other courses).

3. The Evaluation of Faculty Performance

Faculty Portfolio

A faculty portfolio guide is provided to faculty members to facilitate the periodic evaluation of their performance. Portions are completed/maintained by the faculty member; there is also supervisor evaluation and student evaluation of the courses. It encompasses not only the effectiveness of preparation and delivery of courses, but also such factors as participation in campus life (committees, special activities and projects, etc.), research and scholarly activity, publications and presentations, and pursuit of one's own professional development, all duly documented. The Director of Library Services maintains an annual Faculty Bibliography; all faculty members must submit documentation of new publications and manuscripts accepted for publication.

Anonymous Course Evaluations by Students

Following every course, the students are required to complete an anonymous evaluation of the course, including the performance of the instructor in the particular course. An analysis of the responses is given to the faculty member to be used in continuous improvement of the design and delivery of courses. Portions of the findings are also summarized within the aforementioned portfolio.

Opportunities to Distinguish Oneself

Beyond meeting routine expectations, every faculty member has a wealth of opportunity to achieve distinction while enhancing the success of the College in carrying out its mission, and the success of the students in becoming the best professionals their talents allow. Many of us have special talents beyond those which our work requires. Individual initiative is necessary in order to capitalize on our own unique abilities while furthering the work of the College. Some of the special contributions and distinctions of NYCPM faculty members have included:

- Volunteering to interview prospective students on campus
- Participating in Open House events as a speaker or in another capacity
- Participating in the Faculty Council and various committees, beyond the minimal expectation, such as chairing a committee or leading special committee projects
- Volunteering as the faculty advisor to a student organization
- Volunteering to participate in off-campus recruiting activities (speaker and/or exhibitor)
- Offering mentoring and academic advising to students (beyond the normal expectation of providing some opportunity for individual consultation)

- Participating in (or helping to lead) community outreach activities—foot screenings, community education, etc.
- Being active in local, statewide or national professional, scientific and civic organizations; playing leadership roles in such organizations
- Pursuing advanced professional study leading to board certification or other credentials
- Participating with other faculty members and/or students in research; developing a research proposal and conducting the study if approved
- Participating in research
- Publishing (authoring or co-authoring) research or other scholarly articles
- Securing research grants or similar outside funding
- Developing unique multimedia materials to facilitate the learning of challenging content
- Taking on a leadership role in various initiatives of the Faculty Council
- (If a DPM) Welcoming prospective students to shadow one’s practice and providing them with insights into the advantages of Podiatric Medicine as a career
- Presenting at conferences, symposia, at local/state, national and international levels
- Offering assistance with special institutional projects to which one’s talents are relevant

Among the items mentioned above, the opportunity to distinguish oneself through research and scholarly activity is especially important. Needless to say, advances in scientific and clinical knowledge enhance not only the ability of podiatrists but that of all health professionals to serve their patients. At NYCPM, research and scholarly publication are held in high esteem.

4. Curriculum Development and Maintenance

Insofar as the majority of faculty members do not sit on the Curriculum Committee, but have a legitimate interest in curriculum development, all faculty members should be aware of the function of that Committee and the fact that they may offer input to the Committee via their Chair. All faculty members are encouraged to make ongoing internal improvements to the courses they teach.

The Curriculum Committee

The Curriculum Committee is responsible for maintaining the D.P.M. curriculum consistent with the College’s mission and goals, and compliant with all accreditation and government (such as State Board) standards for the training of a Doctor of Podiatric Medicine. The Committee is chaired by the Academic Dean and includes the Division Deans, Department Chairs, a student representative, and other individuals who may be invited on an *ad hoc* basis to bring specific expertise to the table.

The Committee welcomes proposals for curriculum revision, and approves such changes as it believes will enhance the effectiveness of the program. Revisions typically requiring Curriculum Committee approval include the introduction of a new course, the elimination of an existing course, a change in the content or number of hours of an existing course, a change in the placement of a course within the program, or a change in the course description resulting from a substantial change in content. **A proposal for curriculum revision may be submitted by Committee members, course directors, other faculty members or student representatives.** A detailed listing of the DPM curriculum for the upcoming academic year is issued annually following approval by the Committee. This is utilized when syllabi are

constructed to ensure accuracy. ***It is prohibited to attempt to alter the title, description, grade type, credit hours (including an increase or decrease in clock hours that would change the credit hours), or the position of a course within the curriculum, or to discontinue an existing course, without the action of the Curriculum Committee.***

Reasons for submitting a proposal for curriculum revision may include perceived inadequacy in the knowledge or skills currently taught, unnecessary redundancy among courses, recent advances in a scientific or clinical subject area that should be incorporated into the curriculum, or the best order in which to present the subject matter. A proposal for curriculum change should take into account the impact of a proposed change upon the total learning experience or hours of instruction in the affected semester(s), and the feasibility of the change from a scheduling point of view (faculty assignments and classroom usage.) No curriculum change will be approved until these matters have been addressed, in order to ensure that the change will not be disruptive to the logical flow of the curriculum or the scheduling of classes.

The Curriculum Committee operates on an annual cycle beginning in March and ending the following February. All curriculum revisions requiring committee action must be finalized by late February, when the Committee approves the curriculum for the coming academic year, which is then published in the College’s Catalog. Thereafter the Committee is then open only to proposals referring to the following year. Insofar as many curriculum proposals require committee discussion and further investigation of the feasibility and impacts of the proposal to ensure an informed decision, faculty members are urged to investigate the many consequences of a proposal prior to presenting it, and present it early enough, and with enough information, to allow the Committee to make a well-informed decision.

The Published Curriculum

The curriculum for each academic year is published by the end of February preceding that year. It is the result of the annual work of the Curriculum Committee. It incorporates all curriculum changes submitted to, and approved by, the committee up to the time of publication, after which no additional proposals for curriculum change are considered for that upcoming academic year. Proposals subsequent to that time are considered for the following year. The format of the published curriculum is illustrated by the page fragment below (information here not necessarily current).

The Course Number is specific to the subject area, the year (freshman, sophomore, etc.) the particular course and credit hours. If any of these elements is changed, a new version of the course, with a new course number, must be created. The “retired” version must continue to exist unchanged in order to preserve the prior specifications in the records of all students who previously completed the course.

Sample of the Format of the Curriculum Document

<u>Course No.</u>	<u>Course Title</u>	<u>Grade Type</u>	<u>Credits</u>
DMETS2225	Fundamentals of Pathophysiology	Letter	2.5
DMETS2205	Pharmacology	Letter	4.5
DMORP23B4	Pathology II	Letter	4
DOTHO2701	Biomechanics	Letter	1
DOTHO2712	Functional Orthopedics I	Letter	2.5
DPEDS2501	Podopediatrics I	Letter	1.5

The curriculum is published in anticipation of the academic year to which it refers, in the College's Catalog and later in the Student Handbook. It is also distributed to division deans and department chairs for use in syllabi and also for ensuring that the appropriate number of hours is allotted to each course when class schedules are developed.

Ongoing Curriculum Improvement by Course Directors

While major curriculum changes require the action of the Curriculum Committee, course directors have considerable freedom to make year-to-year internal improvements and updates to the content and presentation of their courses, consistent with the nature and purpose of the course and with new developments in the subject area, and are strongly encouraged to do so. This should be done in consultation with the department Chair, and should be reflected in the annual update to the syllabus. The improvements made, and the reasons for them, should be noted in one's faculty portfolio. Improvements to specific lecture content, learning objectives, multimedia presentations, textbooks and other resources and examinations, along with better alignment between one course and others, can all contribute to more effective learning and a more satisfying experience for all concerned. Such improvements may be suggested by any faculty member to the course director and/or department Chair, as well as by students via established procedures including anonymous course evaluations and the annual senior exit survey.

Rev. 5/15/12