

Handbook for New Faculty



Updated July 2010

Welcome to the Rosalind Franklin University of Medicine and Science

It is a pleasure to have you join the University faculty, and we wish to extend our cordial greetings and wishes for your success as a member of the academy. This is probably a particularly exciting time for you and as a new member of the University Faculty, we would like to provide an abbreviated overview of information for your attention that will direct you to specific resources and individuals who can help your life here. Most of this information is available from the University's web site, and the appropriate URLs have been included so that you may explore issues further. Information specific to your School or College and your department will come from those venues. We are here to help you in any way, please contact us about questions, more information, or come by just to chat and become acquainted.

Best wishes in your transition and endeavors,



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Professor of Pharmaceutical Sciences (COP)
Professor of Physiology and Biophysics (CMS)



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Director, Faculty Development
Professor of Neuroscience

<http://rosalindfranklin.edu/dnn/portals/18/documents/admissions/viewbookfinalv2.pdf>

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The University, its Schools and Programs of Study

(From the 2008 Self Study Report for HLC/NCA Accreditation)

The University is nearing the centennial anniversary of serving “the nation through the education of health and biomedical professionals and the discovery of knowledge dedicated to improving the health of its people” as our Mission statement declares. Presently, RFUMS is comprised of three colleges, two schools and the affiliated Rosalind Franklin University Health System (Health System).

Today’s University arises from two sources: Chicago Medical School (CMS) and the antecedents of the Dr. William M. Scholl College of Podiatric Medicine (Scholl College).

Chicago Medical School and Finch University

CMS was founded in 1912, endured the tribulations of the consolidation of American medical education at the time of the Carnegie Commission’s “Flexner Report” of 1910 and ultimately received full specialty accreditation by the Council on Medical Education and Hospitals of the American Medical Association in 1948. CMS remained a “free-standing” medical school until the establishment of the University of Health Sciences/The Chicago Medical School in 1967. Faced with the difficulties of maintaining a “stand alone” medical school, the institution created its own University. The new University included the Chicago Medical School and two new schools: the School of Related Health Sciences (SRHS), now the College of Health Professions (CHP) and the School of Graduate and Postdoctoral Studies (SGPS; Graduate School). The University represented a unique concept for the time, an institution solely dedicated to the training of health care professionals. The University received “Candidate” accreditation status from the North Central Association (NCA) of Colleges and Schools in 1971 and full accreditation in 1980.

CHP opened in 1970 and was located in the city of North Chicago, on leased land on the grounds of the North Chicago Veterans Affairs Medical Center (NCVAMC), some forty miles north of the Chicago campus of CMS. CHP initially offered upper-level undergraduate completion programs leading to the Bachelor of Science degree in Physical Therapy and Medical Technology. Over time, the programmatic offerings of CHP evolved into graduate degree offerings as professional disciplines demanded the elevation of terminal degrees to the graduate level for professional certification and licensure.

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SGPS was co-located with CMS and utilized the basic science faculty of the medical school to offer graduate level study leading to the Master of Science and Doctor of Philosophy degrees in the basic medical sciences.

In the winter of 1980/ 1981, CMS and SGPS moved from the west side of Chicago into a new building on land leased from the NCVAMC, close to CHP.

In 1994, the University was renamed “Finch University of Health Sciences/The Chicago Medical School” in honor of Mr. Herman M. Finch who had been a member of the University Board of Trustees since 1948, served as Chairman of the Board for thirty one years, and was Chief Executive Officer for twenty six years.

Dr. William M. Scholl College of Podiatric Medicine

What is now Scholl College also was founded in 1912 as the Illinois College of Chiropody and Orthopedics. Dr. Scholl was one of its founders and a guiding force for decades. Scholl College received its initial specialty accreditation from the Council on Podiatric Medical Education in 1955 and its first regional accreditation from the NCA of Colleges and Schools in 1984. In addition to granting the degree of Doctor of Podiatric Medicine, Scholl College also is authorized by the Illinois Board of Higher Education (IBHE) to grant the Bachelor of Science degree to those few students entering Scholl College without a bachelors degree. Like other schools of podiatry at the time and similar to CMS three decades earlier, Scholl College was faced with the difficulties of sustaining a stand-alone college and began looking for an academic partner in the 1990s. Scholl College merged with FUHS/CMS in 2001 and relocated to the North Chicago campus of FUHS/CMS in 2002 from its long-time residence in Chicago.

College of Health Professions

SRHS, now CHP, opened its inaugural class in 1970 with two programs and evolved into nine departments offering one bachelor’s completion program, eleven masters degrees, one professional doctorate and two doctor of philosophy degrees. Recognizing the growth of its academic programs as well as its relocation to the main University campus, the School changed its name in 2004, coincident with the renaming of the University.

School of Graduate and Postdoctoral Studies

SGPS likewise has been reshaped. In 2005 and 2006, respectively, the Departments of Medical Physics and Psychology were moved from the Graduate School to CHP. SGPS

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offers Master of Science and Doctor of Philosophy degrees in the basic medical sciences through the Interdisciplinary Graduate Program in the Biomedical Sciences (IGPBS) with the participation of the basic science faculty of CMS.

The College of Pharmacy

The COP was created in 2009, and submitted its Application for precandidate status submitted to Accreditation Council for Pharmacy Education (ACPE) on April 1, 2010. The Illinois Board of Higher Education approved the application to establish a College of Pharmacy and award the PharmD degree on June 21, 2010. COP is pleased to report that a comprehensive on-site evaluation has been granted by the ACPE for the Fall 2010. The scheduling of this visit is consistent with the COP's plans to matriculate its first class of students in August of 2011.

Rosalind Franklin University of Medicine and Science

The profound changes that have occurred at the University over the past ten years, the merger between Scholl College and the University, the consolidation of facilities into a single, expanded campus, the growth of CHP, the addition of a residential component to the campus, and the new interprofessional educational mission truly have changed the nature of our University. Changing the name of the University served to exemplify this metamorphosis, to signal a new direction for the institution and provide an aspirational symbol for the future. In January 2004, the University announced its intention to rename itself and on March 1, 2004 the new name, Rosalind Franklin University of Medicine and Science, became official.

Leadership

A nation-wide search was conducted which identified Dr. K. Michael Welch to become President and Chief Executive Officer of the University in December 2002. Mrs. Ruth Rothstein became Chair of the Board of Trustees in September of 2004, and together with Dr. Welch, assembled a new Board of Trustees that continues to govern the University.

Educational Environment

The University has refocused its educational outlook on the future of Interprofessional Healthcare delivery in response to the Institute of Medicine's 2003 policy statement. This

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has introduced a culture of interactive education throughout RFUMS, the keystone piece being the Interprofessional Healthcare Teams Course. The course has been designed and shaped by the educational innovations in the CHP, with faculty mentors assembled from all colleges of the University. The Education and Evaluation Center (EEC), a fourteen room standardized patient, mock clinic facility, with electronic monitoring and recording was added to facilitate learning and testing in clinical skills. The student computer facility of the Learning Resource Center was expanded and equipped with software to be a virtual microscopy suite for student learning and testing.

Physical Environment

In 1998, CMS, SGPDS and much of the University administration were located at 3333 Green Bay Road on 95 acres of land under a long-term lease from the U.S. Department of Veterans Affairs, adjacent to the NCVAMC. The Basic Science/ Administration building is a 400,000 square foot facility that houses the 52,000 square foot Boxer University Library and the Daniel Solomon, M.D. and Mary Ann Solomon Learning Resource Center (LRC). Administrative offices, classrooms, auditoriums, basic science departments of CMS and the Graduate School, research and teaching laboratories, and dining areas are located in this building which opened in 1981.

In 2000, Scholl College, still a free-standing school, was located on the near north side of Chicago in a building that also housed the Scholl Clinics. The merger of FUHS/CMS with Scholl College in 2001 drove the University to build a new Health Sciences Building (HSB), attached to the Basic Science/Administration building at 3333 Green Bay Road. In October 2002, the University officially opened the HSB, a 140,000 square-foot facility that houses laboratories, auditoriums, classrooms, departmental offices, the Feet First Exhibition, University bookstore, recreational game room, exercise facility, and a Student Union/Cafe.

The University became a residential campus for the first time in its history when three student housing facilities, totaling 180 apartments, opened on campus in July 2003.

In 2005, the University invested in a 35,000 square foot research addition to the Basic Science/Administration Building, providing additional state-of-the-art research space for funded biomedical scientists.

In 2007, the University received “fee simple” title to the land on which it is located. RFUMS is a direct neighbor to both the NCVAMC and the Naval Station Great Lakes (NSGL), the nation’s training site for Navy recruits. Growth of the Naval facility and revitalization of the NCVAMC led to an historic agreement among those entities and the

University. The Navy and NCVAMC agreed that the Veterans hospital would provide medical services to the personnel of NSGL in new and expanded facilities. This agreement required rearrangement of land owned by the three entities. The University ceded leased land from its campus to the Navy for expansion of the training center. In return, the University received various lands and buildings on the NCVAMC campus and, most importantly, clear title to ownership of its campus. In the end, the University now owns eighty-five acres of the former NCVAMC as its main campus, plus eleven acres of property surrounding the Health System.

Finally, in July 2010 ground was broken for the new Interprofessional Education Center that will house additional teaching space, offices for COP and small-group learning venues.

Structure of the University

Beginning in 2003 under the leadership of President Welch, the organizational structure of the University changed dramatically. University support offices, e.g. registrar, student financial aid, admissions, and academic support had originated in CMS and although they offered services to all schools, the administrative structure was based in CMS, often leading to concerns of disparate treatment. The academic roles of the schools and their deans have been differentiated from administrative/operational roles of the central administration under the guidance of Vice Presidents. University-based offices of Enrollment Services (admissions, registrar, financial aid), Student Affairs, Academic Affairs, Strategic Development, Compliance, and University General Counsel were developed to provide services to all schools. After the merger, Scholl College received services from these centralized offices as well, allowing it to greatly reduce the size and cost of college-based services.

Academic governance was placed with the schools. Deans of the schools and colleges were designated to be the Chief Academic Officers of their respective schools, putting academic decision-making directly into the schools and colleges themselves. The Council of Deans was established to ensure coordinated academic governance across schools. The Council consists of the Deans of the five schools and colleges and reports directly to the President. It considers issues relating to the academic programs of the University.

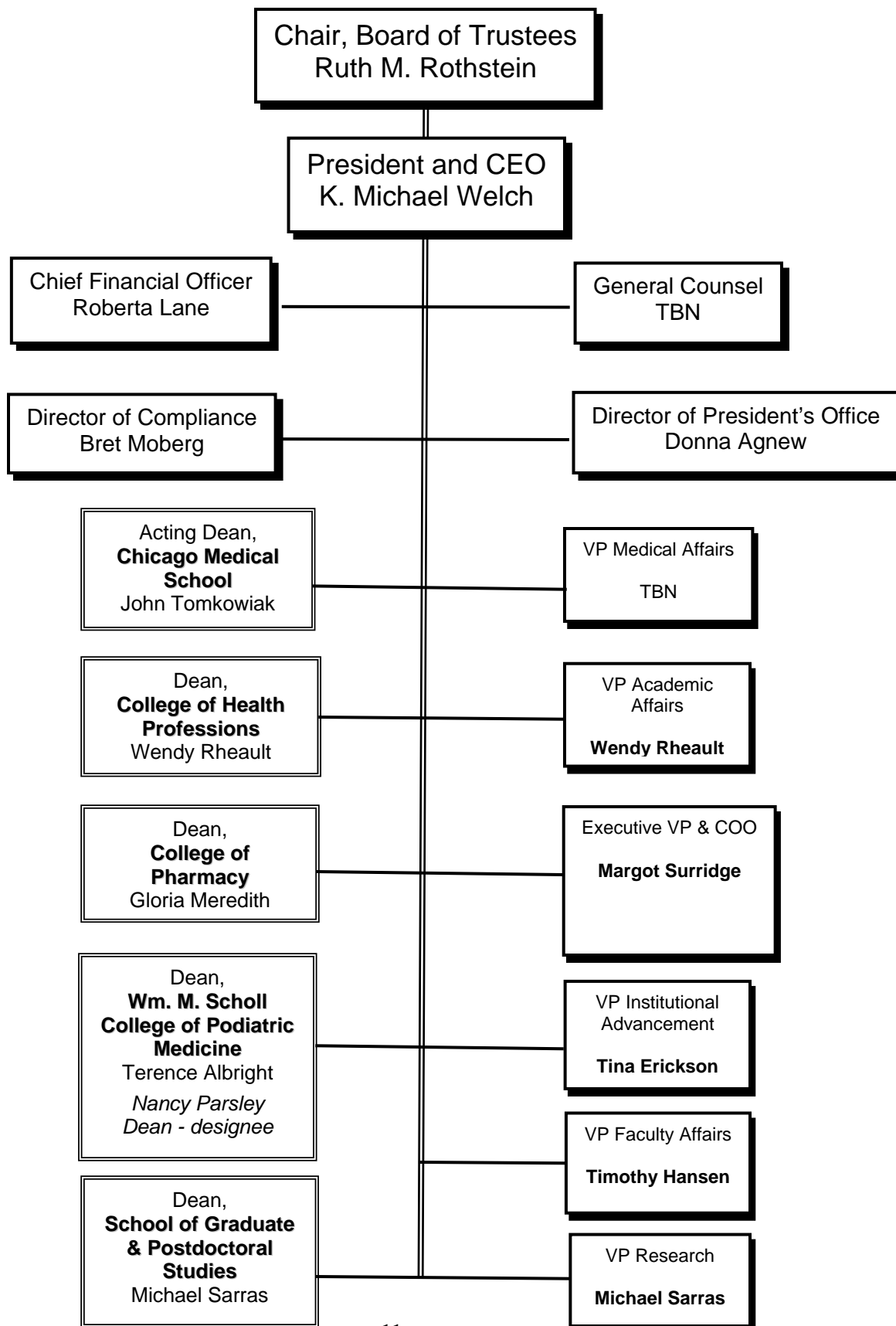
A third restructuring occurred since 2003. Many regulatory, compliance, and maintenance tasks of the University which had previously been carried out by the faculty through ad hoc or standing committees were reassigned to professionally trained staff, freeing faculty of tasks outside their professional expertise and putting those tasks into trained hands. Issues such as discrimination, compliance and ethics were made the

responsibility of the Chief Compliance Counsel. The staff of the Vice President for Research took over Occupational Safety, Radiation Safety, Biohazards, grant support, and other functions. Faculty records, promotions and appointment processes, faculty evaluation programs, and faculty development were established under the Vice President for Faculty Affairs. Human Resources unified and clarified many staff functions. This structure had the advantage of putting trained professionals into these centralized University support functions, freeing faculty to apply their efforts in areas in which they are expert: education, scholarship, and clinical service.

Rosalind Franklin University Health System

The Health System was established in September 2007 as a non-profit, (501)(c)(3) subsidiary of the University. As a subsidiary but separate from the University, it subsumes the clinical operations of the University. The Health System contracts with the University to provide support facilities to the Health System. In return, the Health System provides an educational venue for Scholl College students and clinical services to the Scholl Clinic for community patients. It is located adjacent to the institution's campus at 3471 Green Bay Road. This location also hosts the RFUMS Student Health Service, staffed by the Health System. Behavioral and mental health and reproductive medicine are served by the Health System at an off-campus location.

University Organization



University Strategic Plan

President's Message

Throughout the past five years everything Rosalind Franklin University accomplished was strategically driven. We have been well served by this action, one notable outcome being the University's successful and exemplary reaccreditation in 2008 for a further ten years. Because the current administration was new in 2003, the first strategic plan navigated our course over three years. After a seamless transition from the early plan, we are now embarked on the current five year plan that will take us to 2011.

Strategic planning has been a winning exercise for all persons associated with the University. Together, our internal and external stakeholders have crafted its mission and vision and have risen readily to the challenge of being accountable for the strategies and goals that can be read in ensuing pages of this document. Our leaders and champions meet regularly to take stock and refresh themselves of the directions taken and the goals already achieved. The strategic plan is thus a living document, owned and participated in by all the University family.

Planning as we have approached it makes many aspects of a President's job straightforward. For example, when the difficult decisions surrounding priorities have to be made, the strategic plan is present to guide us. Importantly, we can proceed with confidence that all members of our institution have had the opportunity to contribute to the roadmap that leads us forward. With pride we invite you to explore the Strategic Plan 2007-2011 as it charts the future course of Rosalind Franklin University.

Best regards,
K. Michael Welch, MB, ChB, FRCP
President and CEO

<http://rosalindfranklin.edu/dnn/portals/0/documents/Strategic-Plan-2010-Refresh.pdf>

Strategic Plan – CMS <http://rosalindfranklin.edu/dnn/tabid/840/Default.aspx>

Strategic Plan – SCPM <http://rosalindfranklin.edu/dnn/tabid/430/Default.aspx>

Strategic Plan – CHP <http://rosalindfranklin.edu/dnn/portals/25/documents/CHPStrategicPlan.pdf>

Mission and Vision statements, Core Values – COP

<http://rosalindfranklin.edu/dnn/collegeofpharmacy/home/collegeofpharmacy/missionandvision.aspx>

Strategic Plan – SGPS <http://www.rosalindfranklin.edu/dnn/sgps/hidden/sgps/sgpsstrategicplan.aspx>

University Senate

The University Senate meets quarterly and is the forum for shared governance of the faculty and administration at RFUMS. Its authority, standing committees and membership are detailed in the University Faculty ByLaws. A Senate web page lists the meeting dates and minutes from previous meetings.

<http://www.rosalindfranklin.edu/dnn/administration/administration/UniversitySenate/tabid/2117/Default.aspx>

University Faculty ByLaws

<http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=UTphQiLyD1c%3d&tabid=2117>

The governing document for the faculty is the Faculty ByLaws. These were updated, then Ratified by the University Senate 3/5/2010 and approved by the Board of Trustees of the University.

University Faculty Handbook of Procedures and Policies

<http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=IF65kN2J9zo%3d&tabid=2117>

The faculty handbook was endorsed by the University Senate 3/5/2010.

Faculty Affairs Committee

“This committee shall consider questions of academic freedom, loss of tenure, dismissal, due process, grievance, and other issues of concern. The committee shall consist of seven members, at least four of whom are members of the Senate. A majority of the committee shall be tenured. Matters for consideration shall be presented in writing to the committee.” (from the Faculty ByLaws, RFUMS).

The Faculty Affairs Committee (FAC) is the principal entity that reviews **faculty grievances**. In general, grievances are filed by individual faculty members in response to major untoward action(s) taken by the school/University such as non-renewal of appointments, revocation of tenure, imposition of sanctions, and/or delivery of reprimands that are documented in writing and placed into the faculty member’s record. It is the faculty member’s responsibility to indicate the reason(s) that s/he believes that due process has not been followed, or that inaccurate information was used to reach a

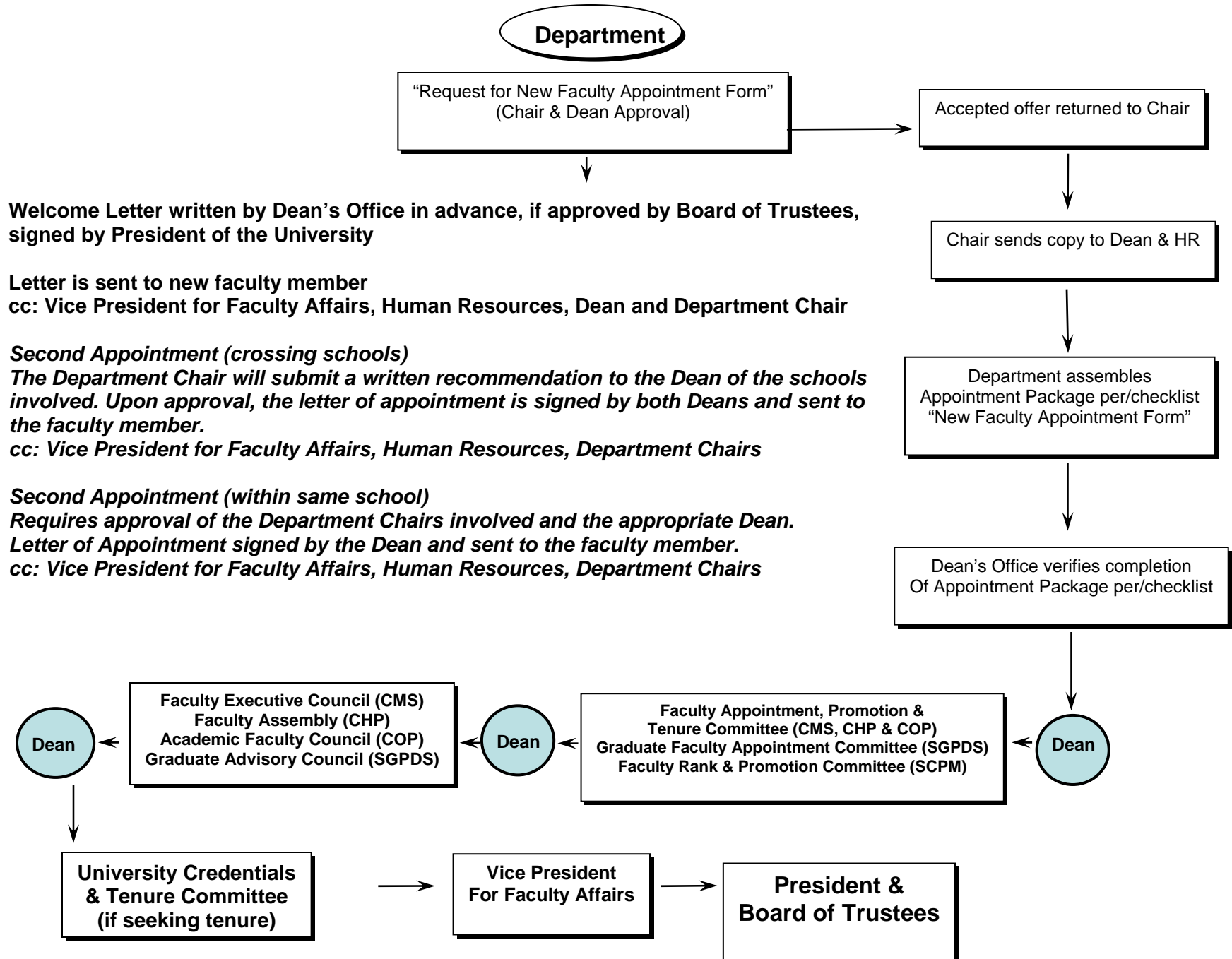
judgment, thereby resulting in the specified untoward action(s). The FAC considers all of the presented materials, and renders a decision in writing to the 1) faculty member, 2) the faculty member's chair, 3) the appropriate Dean of their school, and 4) the VP for Faculty Affairs. The VP for Faculty Affairs makes the final determination of the grievance and where necessary forwards the decision to the President and the Board of Trustees.

Faculty Compensation Committee

Article 6:3.03 C. 6: Faculty Compensation Committee

This committee shall examine and make recommendations regarding faculty compensation and benefits. The committee shall consider issues of benchmarking salaries among schools and gender, promotion and tenure adjustments, criteria for merit increases as well as benefits such as health care, retirement, family leave, childcare and tuition recovery. The committee shall consist of representatives of full ranked faculty from each of the schools/colleges of the University and will include tenured and non-tenured faculty. Committee members need not be members of the Senate. The committee will make recommendations to the Vice President for Faculty Affairs and advise the Senate, Deans and Administration.

Appointment & Promotion Flow Chart



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Academic Entity	Faculty Body	Reports To	Committee on Faculty Appointments
University	Senate Monica Oblinger Principal Senator	K Michael Welch President Timothy R. Hansen VP For Faculty Affairs	University Credentials and Tenure Committee Joseph DiMario, chair Faculty Affairs Committee Eric Walters, chair
Chicago Medical School	Academic Assembly Lecia Apantaku Speaker Faculty Executive Committee Dean of CMS	TBN Dean	Faculty Appointment, Promotion & Tenure Committee (FAPT) Barbara Vertel, chair
Scholl College of Podiatric Medicine	Faculty Assembly Casey Strugielski Speaker	Nancy Parsley Dean	Faculty Rank, Promotion & Tenure Committee Neil Horsley, chair
College of Health Professions		Wendy Rheault Dean	FAPT Judith Stoecker, chair
College of Pharmacy	Academic Faculty Council TBD Speaker Pharmacy Executive Committee Dean of COP	Gloria Meredith Dean	FAPT Gary Oltmans, chair
School of Graduate & Postdoctoral Studies	Graduate Faculty Michael Sarras Graduate Advisory Council Michael Sarras	Michael Sarras Dean	Graduate Faculty Appointment Committee Kenneth Beaman, chair

Faculty Performance Evaluation

The Annual Faculty Evaluation Program is comprehensive and evaluates faculty performance across a wide range of activities and disciplines. Its qualitative nature and flexibility allow it to evaluate all members of the faculty even when there is significant diversity in the nature of their jobs. It combines joint goal setting by the faculty member and department Chair with expectations benchmarked against a faculty workload standard. The program starts with goal setting for the upcoming year. It is these goals that individuals, departments, schools, and the University will measure itself against. It is important that goal setting be a top-down process. The University's goals are set first, and these goals are then allocated to each school and department, according to the skills and resources of each entity. Finally, each department examines its goals and divides them among its faculty. Some faculty will be asked to contribute more to teaching, others to research and others to service or clinical patient care. If each person can achieve their individual goals, then each department will be successful, each school will be successful, and the University will flourish. A faculty member's goals will include both the workload needed by the department as well as individual goals for professional improvement. Once goals have been set, each individual, department, and school will be assessed based on attaining their goals. The assessment method at all levels will be both qualitative and quantitative. It will consider data generated from a variety of sources. For instance, an individual faculty member will be evaluated based on self-assessment, assessment from students (in the form of teaching evaluations), evaluation from peers at the discretion of the department Chair or the individual faculty member, and evaluation from the department Chair. Using this many sources allows for the most comprehensive and fair evaluation and helps dispel the notion that only one indicator is important for success. Achievement levels will be measured against a 'workload model' as developed by each school. Such a model correlates the faculty effort (% time) in research, teaching and service against standard expectations of achievement.

Faculty Evaluation:

Faculty members begin by updating their CV. The CV is used by the faculty member to support his/her self-evaluation and demonstrate their work in terms of quality and productivity. This information is used as a centerpiece for discussion with the Department Chair during the annual assessment. Data is also being collected using another electronic database, CourseEval. Students are using CourseEval to assess the quality of teaching that each faculty member is providing in each course. Peer assessment also is encouraged within each department at the discretion of the Department Chair or the individual faculty member. An assessment tool has been

developed for peers within a department to provide praise and constructive criticism to fellow faculty. This can be done in a variety of ways that can be adapted to each department's needs. One way would be for the department to appoint an assessment committee that would meet to review the end-of-year data submitted by the faculty member to the Chair, and to comment on that member's contribution to the department and ability to work in a departmental team. Another method would be for the Chair to ask individuals to fill out a peer review form about another faculty member in the department. These peer assessments will not be anonymous, and should be supportive and constructive, with the goal of improving team communication and cooperation. The peer assessment tool is:

<http://rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=W2AZctk17t8%3d&tabid=2514>

The Chair's evaluation of each faculty member should take into account that faculty member's goals for the year, the information provided by the faculty member, the information gained through peer assessment, and the information provided by CourseEval, among others.

Program Outcomes

The Faculty Evaluation Program seeks to assure full participation of each faculty member in the professional activities of the University. It seeks to provide each faculty member with clear and measurable goals and expectations for their achievement. A parallel goal of the program is to identify faculty development needs and provide resources to facilitate faculty success.

Success in achieving yearly goals WILL be documented and lead justification of promotion or tenure (where relevant), merit-based salary increases, bonuses or other rewards, and general recognition.

Identification of select weaknesses in performance on an individual level should provide the impetus for faculty development through setting specific goals for professional improvement for the following year. The Chair and faculty member should identify targeted faculty development activities to address these weaknesses.

Repeated failure to fulfill annual performance goals and inability or unwillingness to improve also will be documented and considered in decisions about promotion, salary and appointment renewal.

Even among tenured faculty, repeated failure to fulfill annual expectations of performance may be considered to be sufficiently egregious to warrant “Incompetence” or “Neglect of Duty” and, therefore, just cause for salary reduction, sanctions or termination of tenure.

Prospective Goal Setting:

As each faculty member finishes updating their CV for the academic year and prepares for their annual evaluation, they can list their goals for the upcoming year. This will provide a baseline for discussion with the chair regarding plans for the next year. By that time, the chair should have the departmental goals from the university, and should be able to discuss how each individual’s goals will complement the needs of the department as a whole. Once these faculty goals are agreed on, they will serve as the benchmark for the next year’s evaluation.

Areas of Evaluation: Teaching, Scholarship, Service, and Patient Care:

Faculty should consider their goals for the year based on these categories, recognizing that everyone’s goals will be based on their talents and the contribution that their department needs from them. A basic science faculty member may be asked to do primarily research, a small amount of teaching and service, and no patient care. Another member of the same department may be asked to do primarily teaching. A clinical faculty member may do almost all patient care, and spend a small amount of time with clinical teaching and university service. Given that promotion and tenure committees still look comprehensively at all four areas, however, faculty are still encouraged to develop goals that make them as well-rounded as possible.

Department Chair Evaluation:

Department Chairs will be evaluated in much the same manner as faculty, using a variety of data sources. This data will be collected by the Dean, and presented to the Chair during his/her annual evaluation. In the courses where a Chair still teaches, data will be generated using CourseEval. Chairs will also receive peer review from other Chairs within their school at the discretion of the Dean or the individual Chairperson. These will be collected by the Dean using the assessment tool provided. The Dean will then meet with the Chair to provide him/her with a yearly evaluation of their individual performance as well as the department’s ability to meet its goals.

Evaluation forms can be found on the Faculty Affairs web site at:

<http://rosalindfranklin.edu/dnn/administration/facultystaff/facultystaff/facultyaffairs/performanceevaluation.aspx>

Faculty Workloads

The 2007 – 2011 Strategic Plan for RFUMS - Strategy S5-4 “Establish a faculty workload model and guidelines in each school or college that defines roles and accountability for research (scholarly activity), teaching and service” – calls for the establishment of a Faculty Workload Model which includes guidelines for each college or school that defines roles for scholarship, teaching and service.

The University recognizes that workload expectations may vary from person to person, among departments, and from time to time. Variability stems from differences in departmental, school and University mission requirements, by the talents and desires of individual faculty, and by the distribution of faculty skills within a department. The faculty and administration acknowledge that while the emphasis of contribution may vary, all faculty are expected to contribute a substantial level of productivity to the institution in return for their professional recognition, rank, tenure, salary and benefits.

The Faculty Workload Model serves to recognize variability of emphasis with overall productivity. To this end Faculty Workload Models have been developed for three clusters of faculty:

Basic Science Faculty: Including the basic science departments of the Chicago Medical School, Basic Biomedical Sciences department of Scholl College, the department of Pharmaceutical Sciences, and the non-clinical faculty of the Psychology department of the College of Health Professions.

<http://rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=ssQ8RZSHnkW%3d&tabid=2514>

Clinical Faculty: Including the paid faculty of the clinical departments of both Chicago Medical School, College of Pharmacy, and Scholl College, along with the clinical practitioners of Psychology.

<http://rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=zX4vVNWFPok%3d&tabid=2514>

College of Health Professions Faculty: Not including the Psychology faculty.

<http://rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=J9HKfD3GV2A%3d&tabid=2514>

Faculty Salary Appeals Process

How the action is initiated: When a faculty member believes that they have not received a raise reflecting their contributions to the departmental and school mission, an appeal may be requested through written notification, including supporting documentation¹, to the Dean of the appropriate school. The request must be made within 2 weeks of receiving notification of the intended salary increase from the department chair. The Dean reviews the materials, and within 5 days shall then forward the appeal, along with a recommendation, to the Vice President for Faculty Affairs (VPFA). The VPFA shall review the appeal and the Dean's recommendation, and discuss the appeal with the Dean. If the Dean and VPFA concur on the merits of the appeal, the faculty member shall be informed of their decision. If the Dean and VPFA do not concur, or if the decision is unfavorable and the faculty member desires additional consideration, the VPFA shall appoint an *ad hoc* Salary Appeals Committee². This should occur within 10 days of the VPFA's receipt of the appeal.

Procedure for the Salary Appeals Committee: The Salary Appeals committee receives a copy of the materials¹ provided by the faculty member and reviews their content. The committee may interview the faculty member, chair of the department, and dean of the school or other appropriate individuals to obtain a clear understanding of the situation. These interviews may be conducted by the committee as a whole or individual member, as deemed appropriate by the Salary Appeals committee chair. The committee shall deliberate on the information and summarize their findings in writing within ten (10) days of having been convened.

Resolution of the appeal: When a positive finding is made, the Salary Appeals Committee shall recommend an adjustment, if necessary, to the VPFA, supporting their findings in writing. The VPFA shall again evaluate the recommendation and render a decision, which is final, and provide a written reply to the faculty member within five (5) days of receiving the findings of the Salary Appeals Committee. Both the Dean and Chair will be informed of the written findings of the Salary Appeals Committee.

Eligibility for the process: Full time faculty of the University who receive salary or a portion of their salary that is subject to merit raises.

¹ The following materials must accompany the written request for an appeal: CV for the year upon which the raise is determined, departmental mission statement, prior year faculty/chair review showing the goals to be achieved, copies of other supporting documentation including but

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not limited to, grant submission critiques, manuscript submissions and/or critiques, student evaluations, committee responsibilities, service commitments and participation.

²Members of the committee shall be limited to one senior, respected full-time faculty member from each of the four schools of the university. The chair of the committee will be the individual from the school in which the faculty member who appeals their merit raise is assigned.

Expectations and Procedures for Promotion and Tenure

Academic freedom includes the right of dissent. The responsibility associated with the provision of academic freedom is essential. Universities have a tradition and a duty to maintain an independence of judgment in the face of contrasting public opinion. Rosalind Franklin University most assuredly believes in the concept and protection of academic freedom.

Tenure is an indispensable pre-condition for academic freedom and a guarantee that a faculty member shall not be dismissed without adequate cause. However, there are recognized qualifications that must be attained and maintained before the privilege of being a member of the academic profession can be considered a permanent one. These include performance excellence as a teacher, a scholar, and an individual with high moral standards to be exhibited both prior to and following the granting of tenure.

The Road to Tenure

The Process at Rosalind Franklin University

Tenure may be given to full-time tenure track members of the University Faculty who are integral to the mission of the institution. Academic review for tenure may be initiated: 1) by the Chair of the department through the Dean of the school (typical procedure), or 2) by the Dean upon petition by eligible full-ranked faculty following seven full years of continuous appointment at the University (alternative procedure), if not through the Chair initiated route.

All such recommendations are considered for merit by the appropriate faculty peer-review committee (as detailed in the Faculty Governance Chart) for each school of the University. The school's review committee forwards its recommendation to its Dean. The Dean may forward a positive recommendation to the University Credentials and Tenure Committee for merit review. Upon conclusion of the University Credentials and Tenure Committee deliberations, its recommendation shall be transmitted in writing to the Vice President for Faculty Affairs (VPFA). Upon approval by the Board of Trustees, the awarding of tenure shall be made by a letter signed by the President of the University. In the case of tenure denial, a faculty appeals process exists and goes through the appropriate Dean of the college.

Consideration of Candidate's Merit

The University Credentials and Tenure Committee reviews the history of excellence for every faculty member brought forth at the rank of Associate Professor or Professor. Among the items considered in the tenure review that must be thoroughly documented are Teaching, Research and Scholarship, Service and Clinical Practice (when applicable). The guidelines below are excerpted from the Faculty ByLaws for the University, and should not be considered inclusive.

- **Teaching:** The role of the candidate in teaching innovation, course design and organization, development of teaching materials, and other similar scholarly activities must be described. Peer, course director, and student evaluations need to be documented and included. If a candidate is presented for promotion to Associate Professor on the primary basis of outstanding contributions in the area of teaching, the documentation must be particularly rigorous. With a promotion to the rank of full Professor, a candidate with a primary effort in teaching must be recognized at the national level. This could include service on site visit teams for teaching programs, appointment to educational committees of national organizations, invitation as a participant in education symposia, membership on editorial boards of educational journals, and other activities that clearly require superior performance in education.
- **Research:** The candidate for tenure must be continuously and effectively engaged in scholarly activity of high quality. Documented evidence must be provided of genuine scholarship, productivity, and creativity in published works or recognized creative productions. Other viable factors for consideration are awards received, acquisition of research funds through competitive grant mechanisms, invited participation in symposia, the commission of reviews, referee activities, and all such other sources deemed relevant. When published work is in joint authorship, it is the responsibility of the departmental chair to establish the role of the candidate in the effort. Publication of research and other creative accomplishments must be evaluated, not merely enumerated. If the record of the candidate includes journal articles, monographs, and/or specialty texts and chapters, it is the responsibility of the chair to communicate clear information concerning the publication and review standards of the journal and its standing in the discipline. The department must solicit evaluations from acknowledged scholars at other institutions. If the record of the candidate includes presentations, invited and/or subject to peer evaluation, it is the responsibility of the chair to communicate clear information concerning the standards involved. In certain disciplines in which competitive grant and contract support is available, a record of continuous support would be an indication of recognized research creativity and productivity.

- **Professional Service:** The Faculty has a vital role in the governance of the University and in the formulation of its policies. Effective service in this regard is expected of all faculty members and must be documented by letters from committee chairs or committee members, especially if the candidate is chair of a committee. Recognition should be given to scholars who participate effectively and productively in faculty governance and in the formulations of departmental and University policies. Similarly, contributions to student welfare through service on student faculty committees, as an advisor to student organizations, or as a contributor to the promotion of cultural pluralism of the University.
- **Clinical Practice:** An environment of clinical excellence, as perceived by patients, students, house staff, faculty, and the public, is necessary for teaching students. Skillful clinical work, reflecting knowledge, judgment, respect, compassion, and altruism of the faculty in their relationships with patients and colleagues should be considered. Candidates also may demonstrate their service contributions through effective participation at the community, state and/or national professional level, and/or governmental level through membership on accreditation teams, on extramural grant review boards, as an officer of a professional organization, or as a professional consultant for public benefit.

University Credentials and Tenure Committee

“This committee shall have the final faculty authority to review all recommendations for tenure or an honorary title, and to communicate its decisions to the Principal Senator, the appropriate dean, and the VP for Academic Affairs. The committee will also maintain the roster of tenured members of the University Faculty, and make recommendations concerning tenured staffing patterns consistent with the maintenance of a viable and vigorous University Faculty. The committee shall consist of seven members, at least four of whom are members of the Senate, and one supernumerary, who should be a tenured Senator. All Schools of the University shall be represented and, in so far as possible, all members shall be tenured.

Upon receiving a decision from the committee, the VP for Faculty Affairs shall make a judgment as to whether tenure or an honorary title should be granted or denied. Tenure and honorary titles are conferred with the concurrence of the University President, and the approval of the Board of Trustees of the Rosalind Franklin University of Medicine and Science.” (From the Faculty ByLaws, RFUMS).

Master Teacher Guild

Mission Statement: The Rosalind Franklin University Master Teachers Guild (the Guild) is an academy dedicated to excellence and innovation in teaching. The members of the Guild will use their collective talents to enhance the educational programs throughout the University, its affiliated hospitals, associated Health System and community based teaching sites. Further, the Guild will promote and mentor the professional development of teaching excellence within the faculty.

Vision Statement: The Master Teacher Guild will be the nucleus for teaching excellence and innovation at RFUMS to benefit the University community in concert with the University mission to serve, educate, and discover knowledge. The Guild will serve as stewards to the University mission to be a premier interprofessional health sciences university that advances academic excellence.

Mentoring Program

<http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=Rq64AraZWd4%3d&tabid=3295>

Application

<http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=ojXBJh0y3xU%3d&tabid=3295>

Letter of Nomination

<http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=o077X5ppqcw%3d&tabid=3295>

Assessment of Teaching

<http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=dVpHRPhtxpg%3d&tabid=3295>

Current Master Teachers

Front Row: Drs. Daniel Bareither, Michael Fennewald, and Frederick Sierles

Back Row: Drs. Roberta Henderson and Lecia Apantaku



Sabbatical Leaves

From the University Faculty ByLaws: Section 9:1-01 Sabbatical Leaves

The University subscribes to the principle of the need and desirability for members of the faculty to avail themselves of the opportunity for research and intellectual enrichment that will contribute to their academic stature and achievement. The granting of sabbatical leaves will depend on the availability of funds and the ability of the department or school to maintain necessary teaching commitments, either by reallocation of the workload or by provision for temporary replacement.

Eligibility for consideration of sabbatical leave is based upon the accumulation of six years of full-time service (the six year rule) to the University as a full-time faculty member as defined in Section 4:1-03, I.A. If the sabbatical leave is delayed later than six years, a faculty member can accumulate up to four years toward an additional sabbatical leave. In all cases, one year of service must be committed to the University immediately following the completion of a sabbatical leave.

Sabbatical leaves may be granted for a period not to exceed twelve months. If a lesser period of sabbatical leave is requested, or if it is determined that the services of the faculty member cannot be released for the full period of the request, any balance of the sabbatical leave entitlement may be applied for and used, if approved, in the four year period following satisfaction of the six year rule.

The University will continue to pay the full salary and allowable fringe benefits to the faculty member while on sabbatical leave, to a maximum of six months leave, which will be disbursed at the normal rate or prorated over a period not to exceed twelve months, as agreed by the University and faculty member. During a sabbatical leave that extends beyond the fully salaried six-month period, University administered funds, e.g., grants, contracts, etc., may be used to make up, but not exceed, the differential between the prorated University salary and benefits and the stipulated yearly salary and benefits for the faculty member. The acceptance of any monies that are not under the control of the University shall not carry with it duties or obligations that would prevent or be detrimental to the primary purpose of the sabbatical. The procedure to follow when applying for a sabbatical leave is described in the Faculty Handbook of Procedures and Policies. The procedure to follow when applying for a sabbatical leave is described in the Faculty Handbook of Procedures and Policies.

Office of Compliance

Director, Bret Moberg, JD, LL.M, x8308

Administrative Assistant, Kathi Fuller, x3445

Rosalind Franklin University of Medicine and Science has an ongoing commitment to ensure that its activities are in full compliance with the letter and spirit of applicable law and are performed in a manner that is in keeping with ethical principles. In furtherance of this commitment, RFUMS has instituted a compliance program designed to prevent and detect violations of law and promote a culture of compliance with the law and ethics. These reports should be directed to your supervisor or the University official overseeing the conduct in question.

As an alternative, you may direct your report to the Office of Compliance, either:

* [directly](#)

<http://www.rosalindfranklin.edu/dnn/administration/OOC/Moberg/tabid/1905/Default.aspx>

or

***through EthicsPoint, Inc. (which allows for anonymity)**

[To make a report through EthicsPoint, Inc.](#), you may either:

- (1) go to the EthicsPoint website at <http://rosalindfranklin.ethicspoint.com> or
- (2) dial the EthicsPoint toll-free telephone number of **1-800-254-0460**.

EthicsPoint, Inc. has custom tailored each of these for the University. To follow-up on a previously made report, go to the above EthicsPoint website and click the tab just above the RFUMS logo entitled "Follow-up on a Report".

The Office maintains links to policies in force at the University. Please refer to their web site, for the complete series of documents.

Equal Employment Opportunity Policy

INTRODUCTION AND PURPOSE

Rosalind Franklin University of Medicine and Science is committed to providing and maintaining a work environment free from all forms of unlawful discrimination, including harassment. The purpose of this policy is to affirm and describe the University's commitment to the principles of equal employment opportunity. This policy applies to all phases of employment, including, but not limited to, hiring, training, promotion, compensation, benefits and termination.

CANCELLATION Human Resources Policy 915 dated May 28, 2008 is cancelled.

SCOPE AND APPLICABILITY This policy applies to employees (faculty and staff) of Rosalind Franklin University of Medicine and Science ("University").

POLICY STATEMENTS

Equal Employment Opportunity: The University does not discriminate (or tolerate those who do) on any unlawful basis (such as race, color, national origin, sex, sexual orientation, disability, age, religion, genetic information or veteran status) in its employment programs or activities, including hiring, compensation, job classification and structure, promotion, fringe benefits, termination, and other terms, conditions or privileges of employment.

Sanction: A violation of the Equal Employment Opportunity Policy is prohibited and could result in sanctions, including termination.

Reporting: Any University employee that observes or becomes aware of a violation of the Equal Employment Opportunity Policy or attempted violation, shall immediately report such incident to their supervisor, the Human Resources Department, the Vice President of Faculty Affairs, the Chief Compliance Counsel or the EthicsPoint compliance hotline. Consistent with the Whistleblower Protection Policy (Compliance Policy 132), those who make such a report shall not be the subject of reprisal, retaliation, or retribution for making that report.

Investigation and Resolution: The Human Resources Department shall develop policies and procedures regarding the investigation and resolution of allegations of a violation of the Equal Employment Opportunity Policy that are (1) designed to provide a prompt and equitable resolution at the lowest appropriate level and (2) are consistent with other relevant University policies (e.g. faculty or student policies relating to sanctions). The

Human Resources Department will solicit comments and recommendations from staff and faculty representatives regarding such policies and procedures. Consistent with the Whistleblower Protection Policy (Compliance Policy 132), those who, in good faith, participate in the investigation or resolution process shall not be the subject of reprisal, retaliation, or retribution for such participation.

Education and Training: The Human Resources Department shall ensure the topic of equal employment opportunity is presented during new employee orientation and periodically to current University supervisors and employees.

Confidentiality: Any information gathered in the investigation and resolution process (including any written report) is deemed confidential and may be released only on a need-to-know basis or as otherwise provided by law. Accordingly, such information should be safeguarded from inappropriate release and reports should be marked as confidential. If the written report or other documents form the basis for any contemplated punitive sanction, a copy of the relevant document may be provided to the person against whom the sanctions are contemplated in accordance with the existing relevant policies regarding that contemplated sanction. Specifics regarding any punitive sanctions imposed are deemed confidential and may be released only on a need-to-know basis or as otherwise provided by law.

Coordination Efforts: Representatives from the Human Resources Department will periodically meet with the Vice President of Faculty Affairs, the Associate Vice President of Student Affairs and the Chief Compliance Counsel, as the respective representatives deem appropriate, in order to assist and coordinate efforts designed to further and promote their respective policies concerning equal opportunity (i.e. Equal Employment Opportunity and Equal Educational Opportunity).

DEFINITIONS

Harassment is a form of unlawful discrimination consisting of unwelcome verbal or physical conduct relating to any unlawful basis, such as one's race, color, national origin, sex, sexual orientation, disability, age, religion, or veteran status, when:

1. (*quid pro quo*) submission to this conduct is explicitly or implicitly a term of, condition of, or otherwise used as a basis for employment decisions affecting that individual;

2. (*hostile environment*) has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive work environment.

Resolution: A resolution is a situation arrived at that is then free of unlawful discrimination and may include, when and as appropriate, actions to remedy any past

unlawful discrimination, punitive sanctions, additional training, and/or reassignment of duties or positions.

Sexual harassment: Sexual harassment is one type of harassment (which is itself a form of unlawful discrimination) that involves unwelcome verbal or physical conduct of a sexual nature.

Unlawful discrimination means discriminating in any of the University's employment-related programs or activities on an unlawful basis, such as race, color, national origin, sex, sexual orientation, disability, age, religion, genetic information or veteran status. Examples of conduct that, if engaged in on an unlawful basis, would be unlawful discrimination include denying opportunities, making decisions based on stereotypes or assumptions, harassment; and retaliation for making an allegation of, participating in an investigation of, or opposing unlawful discrimination.

POINTS OF CONTACT:

Executive Director of Human Resources 847-578-3262

Chief Compliance Counsel 847-578-8308

EthicsPoint compliance hotline 800-254-0460 or <http://rosalindfranklin.ethicspoint.com>

Vice President of Faculty Affairs 847-578-8734

Research

*Vice President for Research and
Dean, School of Graduate and Postdoctoral Studies:*
Michael P. Sarras, Jr., Ph.D

Scientists and practitioners at Rosalind Franklin University conduct innovative research that uncovers the secrets of life through genomic and proteomic information. There are three major areas of research strength at Rosalind Franklin University of Medicine and Science (RFUMS): 1) **Structural Biology/Biochemistry**, 2) **Neurosciences**, and 3) **Cancer/Cell/Developmental Biology**.

The Web site for the Research Programs and the support services is:

<http://www.rosalindfranklin.edu/dnn/research/Home/research/tabid/748/Default.aspx>

Overview of Internal Faculty Grant Funding Program

The office of the VP for Research has established a schedule of funding for internal faculty grants for each academic year. The goal of this program is to enhance current and future research programs at RFUMS. This program includes the following categories: 1) Bridging and 2) P01 application support. Review will be performed by either 1) external peer review mechanisms and/or 2) an internal review panel made up of NIH-funded investigators at RFUMS. The panel will rank all proposals and make recommendations to the VP for Research.

<http://www.rosalindfranklin.edu/dnn/research/Home/research/InternalFunding/tabid/755/Default.aspx>

Collegial and Social Resources

Faculty R & R

The faculty of the University gather informally most Friday afternoons at 4PM in the Faculty Lounge throughout the year. This venue promotes interactions between the faculty of different colleges and is eased by the presence of beverages and chips. The Corkmasters welcome you to join this weekly event and provide your opinions on life, politics and academia!

Faculty Women's Coffee

The faculty have organized a monthly meeting focused on the women faculty, but certainly not limited to that gender! These informal gatherings occur in the Faculty Lounge on the second Wednesday, or Thursday of the month from 9:30-11AM. Check the monthly Calendar of Events for the exact location, and bring your favorite mug. Contact person: Ann Snyder, x8804.

ERSIG - <http://www.rosalindfranklin.edu/DNN/LinkClick.aspx?fileticket=3aKd19JolQU%3d&tabid=1899>

ERSIG is an acronym for the Educational Research and Scholarship Interest Group. Its MISSION: To promote collaboration, sharing, dissemination and discussion of educational initiatives and scholarship. The group will provide an opportunity to share ongoing and emerging projects, develop ideas, and explore research collaboration and cooperation. Forums are presented on the second Tuesday of the month, typically from September through May. These have been organized around specific themes, such as *alternative educational approaches* (2008), the role of *Interprofessional Education* in the healthcare curriculum (2009) and discussion of the *clinical education* requirements needed for training our students (2010). Contact person: Margie Ariano, x3412.

Big Lunch Table (BLT)

In an effort to improve communication between the administration and faculty, the VPFA holds a monthly, open-ended discussion among colleagues - all faculty are invited. Bring your own lunch. The sessions are held in the Faculty Lounge, Noon, on the 2nd Friday of the month. Contact person: Kathi Fuller, x3445.

Where do I go for Help and Advice?

CHAIR

Your chair should be the first person you seek out for help with any academic issue. Your chair also is available for assistance with solving procedural and organizational items associated with the university, funding agencies, and hospital or teaching affiliates. As an alternative consider talking to

A SENIOR FACULTY MEMBER

There are occasions where you may not wish to involve your chair. In such a situation, it is usual to enlist the counsel of a trusted senior faculty member who “knows the ropes” of the university and can assist you to solve an issue. If you find that this option is not possible, then you can always approach

THE OFFICE OF FACULTY DEVELOPMENT

The Director has extensive familiarity with the procedures and policies of the university and can provide assistance in problem solving. This approach also ensures that should there be many such discussions of similar issues, workshops, support groups, and initiation of policy modification can occur from this nexus. Dr. Marjorie Ariano is the director and may be reached at X3412 or by email: Marjorie.ariano@rosalindfranklin.edu. If the situation is more serious than can be handled through this office, you are encouraged to contact the

VICE PRESIDENT FOR FACULTY AFFAIRS

The office has oversight for all faculty issues. Dr. Timothy Hansen has been associated with the university for many years and his institutional history, knowledge base and capacity to “open very heavy doors” are legendary. Do give him a call at X8734, or by email at Tim.Hansen@rosalindfranklin.edu, or make an appointment through his Executive Assistant, Mrs. Kathi Fuller (3445).