

**FACULTY HANDBOOK**  
**2023 - 2024**

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## Introduction

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 To the extent any policy contained in this handbook is inconsistent with law, such policy is superseded by law.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

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

## Sonoran University Vision Statement

A world that embraces the healing power of nature

## Sonoran University Mission Statement

Sonoran University of Health Sciences shapes a healthier future by supporting students as they train to excel as healthcare professionals, by enhancing the health and wellbeing of our patients and communities, and by discovering effective treatments for humanity grounded in the healing power of nature.

## Value Proposition

Challenge your mind and engage your heart to change lives through healthcare at a university of medicine and health sciences renowned for its dynamic culture of innovation and collaboration.

## Core Values

Sonoran University embraces the following values:

### We Shape the Future

- With Purpose: Educating the next generation of evidence-based healers and leaders
- Through Collaborations: Embracing inter-professional relationships

- By Expanding Knowledge: Conducting research that improves health and well-being
- Through Evidence-based Principles: While honoring the past

### We Achieve Excellence

- By Pursuing Greatness: Setting the bar high - and exceeding it
- Through Continuous Improvement: Enhancing the Sonoran University experience through innovation and persistence
- By Celebrating Accomplishments: Appreciating achievements with humility and gratitude

### We Love

- By Practicing Inclusivity: Embracing diversity with kindness, respect, and understanding
- Through Self-Awareness: Recognizing our inherent biases to expand our capacity to serve
- By Projecting Positivity: Providing hope and encouragement
- Through Compassion: Serving individuals, communities, and humanity

### We Do the Right Thing

- By Being Principle-driven: Guiding our actions through honesty and integrity
- Through Honoring Commitments: Saying what we do and doing what we say
- By Accepting Responsibility: Holding ourselves and others accountable
- By Following the Golden Rule: Treating others as we want to be treated

### We Are Resilient

- By Never Giving Up: Finding solutions through tenacity and teamwork
- Through Appreciative Inquiry: Identifying our best practices to overcome challenges
- Through Wellness: Promoting physical, mental, and emotional health
- With Mindfulness: Finding calm in the face of adversity

## Sonoran University Core Values

Sonoran University embraces the following core values:



## Academic Philosophy

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

## University Campus

Housed on 8.5 acres, Sonoran University campus facilities in Tempe, Arizona includes state of the art classrooms, study and library spaces, the integrative Neil Riordan Center for Regenerative Medicine, laboratories, wellness facilities, a cadaver lab, administrative offices and the Ric Scalzo Institute for Botanical Research, serving approximately 650 students and 200 full- and part-time staff and faculty

members. In addition, Sonoran University clinics, laboratories and a medicinary provide naturopathic medical care to more than 14,000 patients annually. With the introduction of the College of Nutrition, Sonoran University now also offers a world-class virtual campus and classroom experience accessible to students and faculty across the globe.

Founded in 1993 principally by naturopathic physicians Michael and Kyle Cronin, Sonoran University's College of Naturopathic Medicine is one of only five accredited colleges of naturopathic medicine in the United States. In 2019, Sonoran University established the College of Nutrition which today offers two online Master of Science degree programs: the MS in Clinical Nutrition and the Executive MS in Nutrition Business Leadership along with a post graduate Supervised Practice Experience Program.

## Research

Sonoran University is committed to educational, biomedical, and clinical research in naturopathic medicine and nutrition. Sonoran University also promotes dissemination of technical information and issues impacting healthcare and provides research training to students with faculty involvement. The research department at Sonoran University works with the Ric Scalzo Institute for Botanical Research to bridge the gap between traditional and evidence-based medicine. Members of the research department are actively involved in research and maintain relationships with other area institutions such as the Bio-Design Institute at ASU, T-GEN North, and the University of Arizona. The Ric Scalzo Institute for Botanical Research is a state-of-the-art molecular biology, bioassay, compound isolation and analytical lab on campus. The Institute's mission is inspired by nature to create novel botanical solutions that support people, the planet, and plants. Two internal institutional groups guide research at Sonoran University: The Research Advisory Board (RAB), responsible for the review of research protocols, taking into account scientific merit, ethical considerations, program relevance, and public responsibility; and the Institutional Review Board (IRB), responsible for assuring compliance with medical ethics and human subjects' research protection. The IRB will not accept protocols without prior RAB review and approval.

## Copy Center

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

## Tests/Quizzes

The Copy Center assists on-campus faculty with copying tests/quizzes. Upon completion of copying, the test/quiz package along with the cover sheet will be immediately locked in a file cabinet located in the Copy Center. The Copy Center will release the test/quiz only to the faculty member who submitted the job unless prior arrangements have been made in writing.

## Computer Facilities

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

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

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

IT support is available 24/7 by email [it@sonoran.edu](mailto:it@sonoran.edu) or phone 480-222-9329. A chat feature to interact with a support agent in real time is available on the Information Technology support page of the MySonoran portal at [ithelpdesk.sonoran.edu](http://ithelpdesk.sonoran.edu).

For questions regarding computing guidelines please refer to the [IT Acceptable Use Policy](#) located on MySonoran or call 480-222-9329.

## Sonoran University Library

The Sonoran University Library supports the curriculum by enhancing students' learning experiences with resources covering basic sciences, naturopathy, nutrition, botanicals and dietary supplements, leadership, and other content supportive of the natural health sciences. With an experienced and professional staff, the library provides a wide array of services and hard copy and digital resources to support learning at Sonoran University.

The library's resources consist of 6100+ titles. The collection maintains hardcopy as well as e-content resources, such as e-Books and e-Journals. Other items include flashcards, video and audio recordings, and more. The reference collection consists of 500+ titles. The Sonoran University library subscribes to nutrition, medical, pharmacology and naturopathic databases, as well as having access to open access state and local library databases. These include digital medical images, medical sound recordings, and language tutorials. In addition, the library has a rare medical book collection dating back to the early 1800s. The library currently subscribes to 25+ periodicals directly, ranging from a wide variety of naturopathic, medical, nutrition, scientific, and leadership topics, as well as having full text access to thousands more electronic journal publications through a variety of online resources. The library also provides an Interlibrary Loan service for specific journal article requests, with same or next day turnaround fulfillment. In addition to the biomedical sciences, the collection features resources in acupuncture/oriental, botanical, environmental,

physical, and mind-body medicines, nutrition, homeopathy and hydrotherapy, as well as business, general practice, spiritual and a variety of other subjects. With collaboration from faculty and students, the collection is constantly improving and expanding.

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

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

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

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

## Writing Style

For course work and assignments in the College of Nutrition, students may choose from two writing style authorities: American Medical Association Manual (AMA) or American Psychological Association (APA). Whether using AMA or APA, style, students must be consistent in use of text notes or endnotes and in the format for references and for headings in all assignments. The library offers guidelines and helpful resources.

## Sonoran University Medical Center

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

The Sonoran University Medical Center creates a clinical environment unique in any naturopathic clinical setting. Hydrotherapy, a core modality in naturopathic medicine and an important component of the European water spas, comprises nearly thirty percent of the Sonoran University Medical Center with a custom-designed steam area, two saunas (far infrared/radiant), a hydrotherapy/color therapy suite.

There are also two minor surgery suites with high-definition video equipment for recording or transmitting certain procedures for learning purposes (with patient permission). Intravenous therapies, which can be a prominent treatment method in many health situations such as environmental toxin exposure, leaky gut syndrome, and more, are provided in the IV Suite. In addition to serving patients' health needs, the Sonoran University Medical Center is the primary site for naturopathic medical students' clinical training with six classrooms and 27 exam rooms. Corporate sponsors donated large LCD monitors to each classroom, which enhance access to the physicians' ability to use online resources, display a patient's electronic health record (EHR), and closed-circuit observation of exam rooms when appropriate. This technology allows students to gain immediate feedback from their attending physician. In addition, state-of-the-art medical equipment in each exam room was donated by Welch-Allyn.

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

Thanks to a generous contribution from American Medical Solutions (AMS), Sonoran University became the first naturopathic medical school to implement EHR. The utilization of EHR increases medical research opportunities and enhances patient benefits through electronic record keeping and communication among the Sonoran University Medical Facility physicians and other healthcare providers.

As Arizona maintains one of the widest scopes of practice in the United States for naturopathic medicine, the physicians practice general medicine and utilize a wide variety of therapeutics including diet and lifestyle modifications, nutritional supplementation, botanical medicine, homeopathy, counseling, mind-body medicine, oriental medicine, acupuncture, naturopathic manipulative therapies, physical medicine, hydrotherapy, minor surgery, prolotherapy, IV micronutrient therapy, and

pharmacotherapy. The Sonoran University Medical Center and Neil Riordan Center for Regenerative Medicine offers opportunities for students to work with a diverse group of medical practitioners.

## Neil Riordan Center for Regenerative Medicine

For two generations the name Riordan has been synonymous with medical advances harnessing the body's innate healing ability. The Neil Riordan Center for Regenerative Medicine at Sonoran University will build on this legacy, turning the tide from symptom suppression to regeneration and healing. Replacing the Pain Relief Center, the Neil Riordan Center for Regenerative Medicine is located in the beautiful 6,200-square foot space on the ground floor of the Sonoran University Lim Commons building. Through patient care, research and medical education, the Neil Riordan Center for Regenerative Medicine will help usher in a new era in the treatment of pain and chronic disease by:

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

## Sonoran University Laboratory

The Sonoran University Medical Center Laboratory is a CLIA moderate complexity laboratory and accredited by COLA. Naturopathic medical students are required to participate in lab posts in which they gain a finer understanding of laboratory diagnostic tests as well as OSHA and CLIA standards. While on lab post, students have the opportunity to collect and prepare samples and perform CLIA-waived testing. While some laboratory testing is done on site, the Sonoran University Medical Center laboratory also contracts with Laboratory Corporation of America (LabCorp) and Sonora Quest Laboratories for standard diagnostic tests. The laboratory utilizes 15 additional specialty labs for testing not available at LabCorp or Sonora Quest Laboratories.

## Sonoran University Virtual Center for Personalized Nutrition

Leveraging high quality and evidence-based care standards, our Virtual Center for Personalized Nutrition engages clients on a Virtual Care Journey that retains the best-practices of in-person personalized nutrition care delivered at no cost through our virtual care setting. The Center eliminates traditional barriers to personalized nutrition care by increasing access and eliminating costs. Through our telehealth platform, we are connecting our providers to clients in need of nutrition care from across the country. Our care team consists of master's or doctoral degree level nutrition providers who are all candidates enrolled in our Supervised Practice Experience Program (SPE). Each provider is completing an internship in pursuit of their Certified Nutrition Specialist® (CNS®) credential and working under the direct supervision of licensed clinical nutritionists who hold appointments as Clinical Faculty within the College of Nutrition at Sonoran University and have been vetted and approved as SPE Clinical Supervisors by the Board for Certification of Nutrition Specialists.

## Sonoran University Medicinary

The Sonoran University Medicinary, located in the Community Commons building, is Arizona's largest natural medicinary offering an expansive collection of the highest quality, professional grade supplements, herbs and health products with the largest inventory of homeopathic medicines and botanical tinctures in Arizona. Naturopathic medical students are required to participate in a medicinary post in which they mix herbal tinctures, learn inventory management, and provide customer service. The Medicinary serves the on-campus community and patients of in-house physicians, providers across the Greater Phoenix area, and the general public and is accessible to remote, faculty, students, clients, and staff through its online store.

## Business Hours

Regular business hours for Sonoran University are Monday through Friday, 8:00 a.m. -5:00 p.m. The University is open Monday through Friday from 7:00 a.m. - 10:00 p.m., and on Saturday 7:30 a.m. - 5:00 p.m. The hours for [Sonoran University Medical Center](#), [Neil Riordan Center for Regenerative](#)



[Medicine](#), [Medicinary](#) and [Laboratory](#) can be found on [Sonoran University's website](#).

## College of Naturopathic Medicine (ND)

### Philosophy

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

Naturopathic doctors (NDs) are primary care physicians clinically trained in natural therapeutics with a philosophy derived in part from a Hippocratic teaching more than 2,000 years old: *Vis medicatrix naturae* - nature is the healer of all diseases. Their practice is based on the same basic bio-medical science foundation as that of allopathic practice. However, their philosophies and approaches differ considerably from their conventional counterparts. Naturopathic doctors diagnose disease and treat patients by using natural modalities such as physical manipulation, clinical nutrition, herbal medicine, homeopathy, counseling, acupuncture, and hydrotherapy, among others. They choose treatments based on the individual patient, not based on the generality of symptoms. This approach has proven successful in treating both chronic and acute conditions.

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

### Naturopathic Principles

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

- *First Do No Harm - primum non nocere*  
Naturopathic medicine uses therapies that are safe and effective.
- *The Healing Power of Nature - vis medicatrix naturae*

The human body possesses the inherent ability to restore health. The physician's role is to facilitate this process with the aid of natural, nontoxic therapies

- *Discover and Treat the Cause, Not Just the Effect - tolle causam*  
Physicians seek and treat the underlying cause of a disease. Symptoms are viewed as expressions of the body's natural attempt to heal. The origin of disease is removed or treated so the patient can recover.
- *Treat the Whole Person - tolle totum*  
The multiple factors in health and disease are considered while treating the whole person. Physicians provide flexible treatment programs to meet individual health care needs.
- *The Physician is a Teacher - docere*  
The physician's major role is to educate, empower, and motivate patients to take responsibility for their own health. Creating a healthy, cooperative relationship with the patient has a strong therapeutic value.
- *Prevention is the Best "Cure" - praevenire*  
Naturopathic physicians are preventative medicine specialists. Physicians assess patient risk factors and heredity susceptibility and intervene appropriately to reduce risk and prevent illness. Prevention of disease is best accomplished through education and a lifestyle that supports health.
- *Wellness - salus*  
Establish or re-establish health and well-being.

## Naturopathic Extended Site Community Clinics

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

## College of Nutrition

### Master of Science in Clinical Nutrition (MSCN)

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

#### *Program Mission*

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

#### *Scope of Practice*

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

### Executive Master of Science in Nutrition Business Leadership (MSNBL)

The Executive Master of Science in Nutrition Business Leadership (MSNBL) is a degree built by the industry for the industry. Developed with input from global natural products industry experts and thought-leaders, this one-of-a-kind program equips graduates with the essential evidence-based, nutrition and business knowledge and skills that adds immediate value to their organizations and careers. The 39-credit program is offered in an online format and can be completed in as little as 15 months. The program takes place over five (5) quarters, with a weekend-long on-campus residency, the Executive Leadership Experience, occurring in the final quarter of the program. Geared toward professionals on an executive-level pathway, the program trains students in the nutritional sciences, supply/value chain (including ingredient procurement, product manufacturing, regulations, sales, and marketing), and leadership and management—all specific to the multi-billion-dollar natural foods and dietary supplement industry. Graduates will be uniquely trained to respond to the nutrition industry's need for evidence-based leaders who can have a positive impact on the triple bottom line: social, environmental, and financial.

#### *Program Mission*

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

#### *Scope of Practice*

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

## Supervised Practice Experience (SPE)

Sonoran University's fully online post graduate Supervised Practice Experience (SPE) Program was built to be flexible to accommodate any qualified candidate in their pursuit of the Certified Nutrition Specialist® (CNS®) credential. The CNS® credential is one of the most highly respected professional credentials in the field of clinical nutrition. To earn this credential, candidates must complete specific coursework, pass the CNS exam, and complete 1,000 SPE hours. The MSCN curriculum meets 100% of the Board for Certification of Nutrition Specialists (BCNS) coursework requirements and has been approved by the BCNS to meet 349 hours of the 1000-hour SPE requirement. Therefore, MSCN program graduates only require an additional 651 hours of Direct Experience to complete the SPE requirements. Sonoran's competency guided, and self-paced, online SPE Program allows each candidate to set their own schedule each week and progress at their own pace. Our SPE program is delivered in adherence to a personalized nutrition care model and high-quality, evidence-based clinical standards to help advance candidate's development as competent and caring practitioners of personalized nutrition. SPE candidates deliver care at no cost to clients through our Virtual Center for Personalized Nutrition. Care is delivered by candidates under the direct supervision of licensed clinical nutritionists who hold appointments as Clinical Faculty within the College of Nutrition and have been vetted and approved as SPE Clinical Supervisors by the BCNS.

### *Program Mission*

In adherence to the Supervised Practice Experience standards set by the Board for Certification of Nutrition Specialists, Sonoran University's SPE program advances nutrition providers' development as competent and caring evidence-based practitioners of personalized nutrition.

## Administrative – Organization/Governance

### Organization Chart

Please refer to MySonoran for the [Sonoran University Organization Chart](#).

## Faculty Participation in the Selection of the University President and Senior Academic Administrators

Faculty members play a vital role in the appointment of the University President and senior academic administrators. Provisions are made for faculty participation on search committees with at least one faculty member serving on the Search Committee for University President, and at least three faculty representatives on the search committee for any other Academic Administrator. The search and selection process also includes opportunities for the faculty to meet candidate finalists.

## Faculty Organization and Governance

### Shared Governance

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

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty rank and promotion recommendations, and those aspects of student life that relate to the educational process. See MySonoran for the complete [Governance Policy](#).

### Faculty Senate

All full-time and adjunct faculty members are members of the Faculty Senate, which serves as a means for opinions and viewpoints of the faculty to be determined and then communicated to the administration of the University. It also serves as an agency through which faculty members may

participate in the formation of University policy affecting the faculty and its academic, clinical, and research activities.

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

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

## Committees

All full-time faculty members are required to actively participate in at least two University [Committees](#). Additional memberships on subcommittees and/or ad hoc committees are encouraged and noted in the annual faculty performance evaluation process. Definitions, duties and operating codes of each committee can be found in Faculty Senate By-Laws.

## Appointments & Tenure

### Eligibility for Faculty Appointment

Sonoran University establishes standardized criteria to qualify potential faculty teaching at Sonoran University. Standards apply to faculty in all academic programs including full-time and part-time teaching and clinical faculty, supervisors, and teaching assistants whether they are teaching on campus, off campus, or online. Potential instructors who do not meet the standard criteria may still qualify by Comparable Standards or other criteria such as possessing a closely related degree or a record of substantial accomplishments in the field of the teaching assignment. Such exceptions must be reviewed and approved by the dean of the school in which the course is being offered and the Vice President for Academic Affairs.

Faculty teaching medical, graduate, and post-graduate courses should possess an earned doctorate or terminal degree in the teaching discipline, or in a closely related discipline. Those who teach in the clinic system are required to be eligible for licensure in the state of Arizona at the time of their

appointment. Faculty teaching through telehealth must be licensed in the applicable states. Loss or revocation of a license must be reported to the dean of the program immediately. Biomedical Science courses generally require a PhD as a minimum requirement for a teaching position. It is the responsibility of the faculty member to provide evidence of teaching credentials. These include:

- Official transcripts from domestic, accredited institutions (evidence of earned degree)
- Curriculum vitae
- Translated, evaluated, and certified foreign credentials (if applicable)
- Copies of licenses or certifications (if applicable).

An applicant who meets Sonoran University's Comparable Standards, as listed below, may be considered for appointment. For teaching and clinical experience required, please refer to the section on Rank Levels for Appointment or Promotion.

## Comparable Standards

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

## Definition of Full-Time Faculty

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

## Definition of Adjunct Faculty

Adjunct faculty members are temporary employees hired for specific duties such as teaching courses,

curriculum planning, and project-based work. Adjunct faculty may teach or serve in other capacities. Other than paid sick time, adjunct faculty members are not eligible for benefits. (See [Appendix C](#): College of Nutrition Online Adjunct Faculty Duties and Responsibilities; [Appendix D](#): College of Naturopathic Medicine Adjunct Faculty Duties and Responsibilities; Part-Time Employee Paid Sick Time Policy).

## Search and Appointment Procedures

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

## Outside Employment, Consulting, Private Practice & Conflict of Interest

Full-time faculty must submit information about outside employment annually and upon any changes. Approval by the chief academic officer is required annually and must not interfere with the faculty member's ability to meet contracted commitments at the University. Clinical faculty must also have the approval, annually and upon any changes, of the dean of the program. If such employment is approved, it must be reevaluated each year.

## Faculty Salary Schedule

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

- Medical
- Family
- Disability

- Insurance
- Retirement

## Tenure

The University does not have a tenure program.

## Promotion

The promotion process is managed by the Promotions and Ranking Committee of the Faculty Senate. Briefly, the following steps should be followed in accordance with their published process:

- A letter of intent should be submitted to the faculty's immediate supervisor and the dean of the program.
- Candidates should submit a portfolio demonstrating qualification for advancement in rank to their supervisor and the Promotions and Ranking Committee.
- One of the required letters of recommendation should come from the candidate's immediate supervisor.
- The Promotion and Ranking Committee makes a recommendation to the VPAA.

## Rank Levels for Appointment or Promotion

### *Instructor*

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

### *Assistant Professor*

- a) An earned doctorate or equivalent terminal degree appropriate to the field from a regionally accredited college or university
- b) At least three (3) years of experience beyond the doctorate. This may include residency, post-doctoral fellowship, teaching at a college or university, or private clinical practice or past appointment as an assistant professor
- c) Demonstrated commitment to excellence in teaching and/or experience in supervising clinical patient care activities, involvement in college level service activities or involvement as principal investigator or collaborator in clinical or basic science research with publication(s) in recognized and/or refereed literature

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

*Associate Professor*

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

*Professor*

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

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

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

*Professor Emeritus*

Nominations of a distinguished Sonoran University Professor may be submitted to the Vice President of Academic Affairs (VPAA) for the rank of Professor Emeritus. This high honor is bestowed only upon unusually meritorious faculty within three months of retirement, in good standing, and with at least eight years of service at the rank of Professor at Sonoran University.

If deemed eligible, the VPAA will request that the Promotions and Ranking Committee Chair present the nomination to the Faculty Senate for consideration. The Faculty Senate will vote to issue an “approve” or “oppose” recommendation to the VPAA. Upon receipt of an “approve” recommendation, the VPAA will notify the candidate.

As Professor Emeritus, continued affiliation with Sonoran University includes a catalog listing, business cards, library access, and an active Sonoran University email account. No pay or other compensation will be given for the position of Professor Emeritus.

*Teaching and Research Fellows*

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

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

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

### *Research Faculty and Visiting Scholars*

Sonoran University awards the designations of Research Faculty and Visiting Scholars to academics contributing to the university in the areas of research, teaching, and/or scholarship. These titles do not grant the recipient membership in the Faculty Senate.

Visiting Scholars are appointed by the academic dean for up to one year with the option to renew. Any faculty or administrator may call for applications or entertain unsolicited requests to fill an appointment. Prospective Visiting Scholars and their host faculty must complete an application and follow all guidelines, which are available in the offices of the academic deans.

## Annual Faculty Review Process (FRP)

The Annual Faculty Review is an evaluation of faculty performance, a standard practice in higher education designed to provide feedback to faculty in their areas of responsibility. At Sonoran University the process has five goals: (1) to promote a culture of continuous improvement, fairness, and consistency, (2) to provide a meaningful assessment of faculty productivity, (3) to foster and support faculty development and mentorship, (4) to create a portfolio of faculty accomplishment for promotion, and (5) to recognize outstanding faculty accomplishments.

Faculty performance is reviewed in the three categories of teaching, service, and scholarship. Evaluations occur in accordance with the governing policies and procedures of Sonoran University and are standardized across all departments. The evaluation process includes both a self-reflective component as well as a summative evaluation process, that when taken together provides a meaningful assessment of faculty productivity and serves to foster and support faculty development. Faculty will utilize the Relative Value Scales for the self-assessment and evidence of Service and Scholarship. The process also guides faculty in professional advancement through formative discussions with their Department Chair, Division Director, or academic dean, as appropriate and goal setting for improvement in subsequent years.

The following forms are used in the annual process: 1) Faculty Annual Report Form, 2) Faculty Performance Evaluation, 3) Descriptors for Faculty

Performance Evaluation, 4) Faculty Duties/Responsibilities, 5) Professional Development Plan 6) Relative Value Scale for Service, and 7) Relative Value Scale for Scholarship. [See Academic SharePoint Page](#). The step-by-step process for annual performance evaluation is described below.

### **Step 1 – Faculty Annual Report**

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

- a) The prior year's annual performance evaluation, if applicable
- b) Evidence of teaching and learning, such as teaching assignments, course syllabi, and course evaluations
- c) Completion of the Relative Value Scale for Service including evidence files.
- d) Completion of the Relative Value Scale for Scholarship including evidence files.
- e) Current Curriculum Vitae or resume.

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

### **Step 2 – Faculty Performance Evaluation**

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

After reviewing the information entered by the faculty member in the Faculty Annual Report Form, the immediate supervisor(s) complete the Faculty Performance Evaluation form. This form will be

reviewed with the faculty member in the faculty member/supervisor meeting in step 4.

### **Step 3 – Faculty Professional Development Plan**

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

### **Step 4 – Faculty & Supervisor(s) Meetings**

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

### **Step 5 – Comments & Signatures**

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

reply to the evaluation and the plan, and that both the faculty member and supervisor have reviewed the forms. All forms become permanent record of the University.

## **Professionalism**

### **Faculty Code of Conduct \***

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

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

#### *Responsibilities to Teaching and Students* Ethical Standards

- a) To provide an equitable learning environment, providing accommodations as prescribed by the Accessibility Office; Refer students to the Accessibility Office if a student discloses a disability or need.
- b) To encourage the free pursuit of learning in students
- c) To hold before students the best scholarly standards of the discipline
- d) To demonstrate respect for students as individuals, and to adhere to one’s proper role as intellectual guide and counselor
- e) To make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merits
- f) To avoid any exploitation of students for private advantage and acknowledge significant assistance from them
- g) To protect student academic freedom
- h) To mentor students in professional standards of conduct

#### Types of Unacceptable Conduct

- a) Faculty alone cannot approve or refuse an ADA accommodation. Faculty must provide all accommodations approved by the Accessibility Office. Faculty are required by law to refer a student to the Accessibility Office if a student discloses a disability. Failure of a faculty member to perform these duties and responsibilities may result in personal liability



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

*Responsibilities to Research, Scholarship, and/or Creative Activities*

**Ethical Standards**

- a) To recognize the special responsibility for the advancement of knowledge
- b) To seek the truth and to state the truth as one sees it
- c) To improve scholarly competence
- d) To exercise critical self-discipline and judgment in using, extending, and transmitting knowledge
- e) To practice intellectual honesty
- f) To prevent intrusion of subsidiary interests in the freedom of inquiry

**Types of Unacceptable Conduct**

- a) Violation of canons of intellectual honesty, such as misappropriation of the writings, research, and findings of others
- b) Engaging in activities where conflict of interest may influence the evaluation of, funding for, or

- general promotion of research proposals or research results
- c) Harassment or any behavior that may be perceived as hostile

*Responsibilities to the University*

**Ethical Standards**

- a) To be effective in teaching, research, scholarship and/or creative activities, and service
- b) To adhere to University policies and regulations
- c) To respond to staff and other work colleagues' request for information including but not limited to answering emails, voice mails, etc.
- d) To monitor the amount and character of any work outside the University, with due regard to responsibilities within it
- e) To give due notice to the University of pending interruption or termination of service
- f) To alert appropriate University offices about alarming or threatening behavior of colleagues and students

**Types of Unacceptable Conduct**

- a) Intentional disruption of University-sponsored or -authorized functions or activities
- b) Incitement of others to disobey University rules
- c) Unauthorized use of University resources or facilities
- d) Forcible detention, physical abuse or threat thereof, harassment, or intimidation of any other member of the University community
- e) Harassment or any behavior that may be perceived as hostile

*Responsibilities to Colleagues*

**Ethical Standards**

- a) To respect and defend free inquiry by associates, where in compliance with University regulations
- b) To show professional courtesy and respect for others in exchange of criticism
- c) To strive to be objective during the professional judgment of colleagues
- d) To accept a fair share of the responsibilities for the governance of the University
- e) To actively assist in the professional development of colleagues

**Types of Unacceptable Conduct**

- a) Evaluating the professional competence of faculty members by criteria not reflective of professional performance

- b) Discriminating against faculty on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, veteran status, or for other arbitrary or personal reasons
- c) Breaching established rules governing confidentiality in personnel procedures
- d) Interfering with the academic freedom of faculty members operating within academic unit or University policy
- e) Knowingly violating any academic unit or University policy
- f) Using the creative achievements of colleagues without appropriate consultation and credit
- g) Harassment or any behavior that may be perceived as hostile

*Responsibilities to the Community*  
Ethical Standards

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

Types of Unacceptable Conduct

- a) Deliberately misrepresenting personal views as an official position of the University or its agencies
- b) Using the University's name or logo to create the impression of University sanction for private activity
- c) Committing a felony or other serious act that demonstrates unfitness to continue as a member of the faculty
- d) Harassment or any behavior that may be perceived as hostile

*Responsibilities to Patients/Clients*  
Ethical Standards

- a) To encourage the free pursuit of healthcare for patients/clients, while developing learning in students
- b) To be knowledgeable of the current and relevant practice standards
- c) To fully inform patients/clients of their condition(s) and treatment option(s)

- d) To hold patient/client care before the students, while providing the best scholarly standards available for the disciplines
- e) To demonstrate respect for patients/clients as individuals, and to adhere to Faculty's proper role as healthcare guide and counselor
- f) To mentor students in professional standards of conduct
- g) To make every reasonable effort to foster honest, appropriate conduct and to assure that evaluation of patient/client care reflects true merit
- h) To avoid any exploitation of patients/clients for private advantage and acknowledge significant assistance from them
- i) To adhere to University policies and regulations
- j) To alert appropriate clinical offices about alarming or threatening behavior of negative outcomes, colleagues, students, or patients/clients
- k) To respect and defend free inquiry, where in compliance with governing regulations
- l) To show professional courtesy and respect for others in exchange of criticism
- m) To strive to be objective during the professional judgment of colleagues towards patient/client care
- n) To strive to conduct oneself as a responsible, productive member of the community, aware of and sensitive to the responsibilities and obligations placed on all citizens by a free society

Types of Unacceptable Conduct

- a) Arbitrary denial of patient/client access to the clinic for treatment
- b) Significant intrusion of material unrelated to the patient's/client's care, or treatment plan
- c) Undue, or unexcused delay in providing patient care
- d) Discrimination against a patient/client on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, veteran status, or other arbitrary or personal reasons
- e) Use of the position of power to coerce the judgment or conscience of a patient/client or to cause harm to a patient/client for arbitrary or personal reason
- f) Participating in or deliberately abetting disruption, interference, or intimidation in the clinic
- g) Harassment, or any behavior that may be perceived as hostile
- h) Breach of the privacy rights of patients/clients

- i) Disruption of patient/client care functions or activities
- j) Forcible detention, physical abuse or threat thereof, harassment, or intimidation of any other member of the University community
- k) Breach of established rules governing confidentiality in personnel procedures

## Academic Freedom

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

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

## Academic Policies

### Full-Time Faculty Workload

Full-time faculty receive teaching load planning documents prior to the start of the year. Full-time faculty average 15 credit hours a week +/- 1 over the course of a year. Faculty administrators, Division Directors and Department Chairs, are given release time for administrative duties equivalent to one course to complete their administrative responsibilities, and are assigned a teaching load of an average of 12 credit hours per quarter +/- 1. In addition to teaching, Faculty are expected to complete service and scholarship for the institution to meet the level of satisfactory as identified on the relative value scales. Faculty members are expected to serve on at least two standing University Committees, maintain office

hours, attend and participate in Faculty Senate and/or clinical faculty meetings, participate in University-wide events, mentor students and junior faculty, contribute to the development of the curriculum and in specific University activities such as Commencement, White Coat ceremony (ND), and admissions interviews. A complete list of full-time faculty duties and responsibilities can be found in [Appendix A](#) and [Appendix B](#).

## Approved Course Syllabi

As outlined in the Faculty Duties and Responsibilities, College of Naturopathic Medicine faculty members are responsible for developing and submitting a syllabus for each course/lab/clerkship taught to the Academic Coordinator prior to the start date of the new quarter. All syllabi must have approval signatures from the appropriate Department Chair, Division Director, Program Director or academic dean before being copied, posted, and distributed to students. The syllabus template(s) are provided in the Faculty Tab on MySonoran. Faculty members are required to format their syllabus according to the most recent template provided. College of Nutrition faculty work with their supervisor to ensure syllabi are updated prior to the start of each new quarter. For all programs, all syllabi and supporting course materials must be posted on Canvas, the official course management system, and all courses must be published prior to the start of each academic term. All assigned class projects, which require students to obtain special materials (clinical supplies, etc.), must be noted on the syllabus.

## College of Naturopathic Medicine Final Exam Policy

All final exams must be scheduled during finals week for regularly scheduled courses. The date of the final exam must be published on the course syllabus. Final exams must be scheduled within the already scheduled day of the week and time for the course. Faculty may collaborate to schedule exams to decrease the number of exams a student has in one day, but they may not change any exams from the already scheduled course day and time. Lab sections cannot be combined as students may not be available.

## Distance Learning Faculty Expectations

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

Faculty members teaching distance learning courses are expected to hold scheduled office hours. Faculty may choose their preferred medium for holding office hours, such as telephone, e-mail, text chat, video chat, or other technologies. Faculty members teaching distance learning courses are expected to respond to student e-mails and questions within 24 hours for the College of Nutrition and 48 hours for the College of Naturopathic Medicine. (Within 48 hours during holidays or weekends) Response time should be clearly noted in the course syllabus, as should the hours, medium, and instructions for using the medium chosen to hold office hours. Except in rare occasions, faculty members teaching distance learning courses are expected to provide assignment feedback to students in written and/or recorded form within 48 hours for quantitative assessments, and 5 business days for qualitative assessments.

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

## Continuing Education

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

## Copyright Policy & Intellectual Property

Faculty members may submit their own publications for use as required class material. Material prepared as a normal part of class preparation cannot be sold to the students but can be submitted for class notes and handouts on Canvas. All material must be referenced so as to respect copyright laws. See the Library Director for current copyright information. See Sonoran University's [Copyright Policy](#) and [Intellectual Property Policy](#). Nothing shall prohibit Sonoran University from using employee-authored educational materials for educational and administrative purposes, including, for example, classroom/lab/clinic instruction, and satisfying requests of accreditation agencies for faculty-authored syllabi, assessments and course descriptions. Such usage shall extend beyond the author's employment with Sonoran University. Additionally, in the event that a faculty member assigned to teach a course becomes unavailable to teach that course, Sonoran University shall be permitted to use any and all educational materials. Unless otherwise stated in writing, Sonoran University grants to employees, both during and after their employment with Sonoran University, a royalty free, non-exclusive, world-wide license in perpetuity to reproduce, prepare derivative works, distribute copies, perform, or display works prepared by them within the scope of their employment with Sonoran University and published by or created for use at Sonoran University, including, but not limited to, textbooks, electronic media, syllabi, test, assignments, monographs, papers, models, compositions, works of art, images and manuscripts, including online course content.

For other current academic policies, refer to the Sonoran University Course Catalog.

## Clinical Policies

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

## Student Affairs Policies

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

## Employment Policies

For current employee policies, refer to the Sonoran University [Employee Handbook](#).

## Diversity

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

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

Sonoran University is committed to these ideals and will strive to create and foster a supportive environment that promotes diversity, equity, inclusion, belonging, respect, community, and an appreciation for valuing differences. This culture will enable Sonoran University to create learning and work environments where all are free to fully contribute and reach their maximum potential. Please see MySonoran for the complete [Diversity and Inclusion Policy](#).

## Sonoran University Non-Discrimination Policy Statement

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

## Americans with Disabilities Act

Sonoran University is committed to complying with all applicable provisions of the Americans with

Disabilities Act (“ADA”). It is the University’s policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual’s disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the University will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the University aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the University.

Employees with disabilities who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Human Resources Office. The University encourages individuals with disabilities to come forward and request reasonable accommodation.

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

## Family Educational Rights & Privacy Act (FERPA)

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

Sonoran University may release information from an education record without the consent of the student to officials of another college or university where the student seeks or intends to enroll, as permitted by FERPA SS99.31 (a) (2). Sonoran University may release information from an education record without the consent of the student to another educational institution in which the student is enrolled. For example, Sonoran University may release academic records for a “dual enrollment” without prior written consent of the student (FERPA SS99.34 (b)).

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

Students have the right to review and inspect their education records, including their application, except for confidential recommendations. Photo identification must be presented before access to education records will be permitted. An appointment must be made with the Registrar's Office to access an education record. Public posting of grades by the student's name, institutional student identification number, or social security number, or sending grades to students via email, text, etc., is a violation of FERPA and prohibited at Sonoran University. Releasing information such as attendance, class schedule, grades, or GPA or discussing the progress of any student with anyone other than the student (including a parent), without the consent of the student or verification that the student is a dependent of the parent, is not permitted and is a FERPA violation.

### Directory Information

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

### Proper Disclosure

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

All faculty and staff work with confidential information, which must remain limited to those who have a legitimate reason to know in order to perform the work

assigned by the University. This includes discussion of student progress/grades, posting of student grades with any identifying number (e.g., social security number or phone number), discussion of student's files, or any other confidential information of which the faculty member has access. Any violation of this policy will result in disciplinary action.

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

## Faculty/Staff-Student Relationships

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

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

## Harassment Prohibition – Sexual and Other

Sonoran University has a strict policy against sexual harassment or harassment based on any legally protected basis. Conduct constituting sexual harassment, as defined herein, toward another person of the same or opposite sex is prohibited by this policy. The University explicitly prohibits harassment of any kind. It is a violation of policy for any employee to engage in any act or behavior constituting harassment toward any employee, student, vendor, customer, consultant, or any other individual or group of individuals with whom the institution interacts or does business. For complete information on Sonoran University's policies on harassment, please see the [Employee Handbook](#).

### Definition of Sexual Harassment

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

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

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

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

### Definition of Other Harassment

Harassment based on race, color, age, sex, religion, national origin, citizenship, and marital status, physical or mental disability is a violation of federal and state law. In addition, Sonoran University's policy recognizes sexual orientation as a protected group. Harassment is defined to include verbal or physical conduct that creates an intimidating, hostile, or offensive work or school environment or that unreasonably interferes with an individual's work or school performance. Examples of conduct that may

constitute harassment based on a legally protected class include, but are not limited to:

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

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

### Discipline/Consequences

- a) Any employee who permits, does not report, or engages in sexual or other prohibited harassment will be subject to disciplinary action including termination of employment.
- b) Any person who is a victim of or knows someone who is the victim of such harassment behavior must immediately contact the appropriate supervisor, the Dean of Students or the Human Resources Office.
- c) Upon notice, the Human Resources Office or Dean of Students will promptly investigate each complaint of harassment as thoroughly and as confidentially as possible and take appropriate corrective action on all confirmed violations of this policy.
- d) The Human Resources Office or Dean of Students will put his/her findings in writing and forward a copy to the chief academic officer at the end of the investigation. The findings of the complaint and the action to be taken will be reported to the complainant and the alleged harasser as expeditiously as possible. Results may be indeterminate. If so, the matter will be recorded as unresolved, and record of the investigation will be maintained in a separate file apart from any personnel or student file. If an individual is found to have engaged in sexual or other harassment, he/she is subject to all disciplinary action for violation of this policy up to and including suspension and/or dismissal as is consistent with existing policies and procedures. This policy explicitly prohibits retaliation against an individual who in good faith makes a formal complaint of sexual or other harassment. Sonoran University will not allow any reprisal in any form against any complaining party or corroborating witness. By the same token,

irresponsible and frivolous complaints or accusations will not be tolerated.

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

## Drug-Free Workplace, Schools, and Communities Policy

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

## Separation From Employment

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

## Advance Notice

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

## Payment of Wages

Faculty who terminate will be paid all wages due no later than the regular payday for the pay period during

which the termination occurred. If requested by the faculty, such wages will be paid by mail and sent to the address provided or the address on file.

## University Property

Faculty who terminate their employment for any reason must return all University property, including but not limited to identification cards, computers/laptops, credit cards, cameras, cell phones, keys, tools, or equipment no later than the final day of employment.

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

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

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

## Grievance (Problem Resolution) Procedure

Sonoran University has established the following problem resolution procedure that is available to all employees, including staff, faculty and physicians. If employees have a work-related problem or concern, they are encouraged to use the following Open-Door procedure:

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



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

## Travel Expenses – Full-Time Faculty

Full-time faculty must submit a Sonoran University Expense Report Form to their designated supervisor for reimbursement of travel expenses.

Reimbursement will be provided for expenses incurred when attending professional development events and/or events attended at the request of the University. Expenses will be reimbursed for airfare, hotel, taxi, car rental and meals. The total annual amount reimbursed to each faculty member for CME/professional development will be capped at the amount allocated to their professional development funds. Faculty will be reimbursed only for travel expenses associated with the performance of their job duties.

Receipts (original when available) must be taped to white paper in date order and the white paper(s) must accompany the report. The report must be completed in its entirety and signed by Faculty's supervisor. The report must be submitted within 10 business days after the travel occurred. Faculty who travel by air will receive reimbursement only for the lowest airfare available. Use of Faculty private vehicles for business purposes will be reimbursed at the Internal Revenue Service stipulated rate per mile and must be approved by a supervisor and documented in advance. The documentation must be attached to the report. Faculty members are responsible for maintaining mileage logs and required insurance coverage for the private vehicle.

## Travel Expenses – Adjunct Faculty

Travel expenses are not reimbursed to adjunct faculty.

## Sabbaticals

There is no provision for sabbatical leave from the University.

## Appendix A – Full-time Academic Faculty Duties and Responsibilities

1. Providing a 40-hour workweek as an exempt employee, averaged over the academic year. This includes course, and/or clerkship instruction and preparation, service to the college, university, profession, and/or community, CME, student office hours, and research or other scholarly work as determined by the designated supervisor during each academic year
  2. Clinical faculty shall perform said duties in-person and on-site at the Sonoran University Medical Center, Neil Riordan Center for Regenerative Medicine and the Community Clinics.
  3. Teaching effectively utilizing a variety of teaching methods, including technology and other innovative resources
  4. Utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators to improve instruction
  5. Utilizing course assessments to assess student learning and inform and improve teaching
  6. Completing the following on an annual basis by the pre-established deadline: a faculty annual report of activities; a faculty performance evaluation; an updated CV; and a faculty professional development plan
  7. Writing course syllabi to reflect the college-approved syllabus template adhering to both accreditation and academic assessment standards; updating syllabi each time a course is taught and submitting the syllabi before or on deadline as given by the Academic Coordinator; posting syllabi on Canvas and publishing the course prior to the first day of class
  8. Holding scheduled office hours and responding to voice mails and emails in a timely manner. Dates and times of the office hours must be provided to the Academic Coordinator prior to the start of each quarter and are to be widely published to the students in course syllabi, etc. Clinical faculty shall respond to emails within 24 hours and utilize Microsoft Teams chat in “Sonoran University Clinics Team” and “Clinic Faculty Meeting Channel.”
  9. Providing service as member of at least two College/ University standing committees
  10. Providing service to the College by participating in at least four College/ University -sponsored activities each academic year (please see below for a list of approved College/ University -sponsored activities)
  11. Attending and participating in faculty meetings/events, including Faculty Senate, clinical faculty, and committees
  12. Maintaining respect, professionalism, etc. in exchanges with faculty, staff, administrators, students, and patients according to the Faculty Code of Conduct
  13. Participating actively in the continuing development and refinement of the College curriculum, programs, and administrative operations
  14. Mentoring students through the program to become successful professionals
  15. Providing feedback about and assisting with academic program assessment and accreditation efforts
  16. Engaging in continuing education activities; clinical faculty: CPR, licenses, CMEs, HIPAA, mandatory training, etc.
  17. Providing service to the College, university, the profession, and professional organizations by engaging in activities, including leadership capacities, which will advance the profession or discipline
  18. Providing service to the community as defined by the Descriptors for Faculty Performance Evaluation
  19. Engaging in research and/or scholarly activity (significant activity may count as teaching credit)
  20. Complete any trainings deemed necessary by the Dean, College of Naturopathic Medicine or Associate Dean of Clinical Education, or the Chief Human Resources Officer
  21. Use Sonoran University email for all communication. IT can assist you with forwarding your Sonoran University email to your personal email address if desired
  22. Other duties as assigned.
- List of Approved College/ University -Sponsored Activities (see #10 above)
- Orientation Welcome Orientation Round Table Discussions (ND)
  - Prospective Student Interviews
  - Commencement
  - Advancement-Sponsored Events
  - White Coat Ceremony (ND)

- Stethoscope Ceremony (ND)
- Discovery Day (ND)
- Residents' Graduation Dinner (ND)
- Senior Week Awards Ceremony (ND)
- Research Night
- Other (must be pre-approved)

## Appendix B – Full-time Research Faculty Duties and Responsibilities

1. Providing a 40-hour work week, averaged over the academic year. This includes research or other scholarly work including conducting and planning of research studies, supervising students and/or lab personnel, and service to the college or university. Teaching activities may be assigned by the supervisor or dean of an academic program
2. Preparing manuscripts, articles, or texts for publication
3. Attending conferences to present research and establish collaborative relationships
4. Planning, conducting, evaluating, and overseeing research and scholarly activities
5. Assisting in the maintenance, ordering, and inventory of laboratory supplies and equipment
6. Seeking research financial support through the preparation of grants or other applications for funding
7. Overseeing, guiding, and mentoring students and laboratory personnel
8. Establishing collaborative research activities with colleagues or other research institutions
9. Utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators to improve research and teaching activities
10. Complete staff performance evaluations quarterly.
11. Attending laboratory meetings to discuss research activities, concerns, and protocols
12. Maintain respectful professional exchanges with faculty, staff, administrators, students, according to the Faculty Code of Conduct
13. Mentoring students through the program to become successful professionals
14. Providing feedback about and assisting with academic program assessment and accreditation efforts
15. Engaging in continuing education activities; including conference attendance, mandatory trainings, etc.
16. Complete any trainings deemed necessary by the Dean, College of Naturopathic Medicine or Associate Dean of Clinical Education, or the Chief Human Resources Officer
17. Use Sonoran University email for all communication. IT can assist you with forwarding your Sonoran University email to your personal email address if desired
18. Other duties as assigned.

## Appendix C – College of Nutrition Online Adjunct Faculty Duties and Responsibilities

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

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

## Appendix D – College of Naturopathic Medicine Adjunct Faculty Duties and Responsibilities

1. Develop course content, format, evaluation techniques and other course requirements as stated in the course syllabus, with input from the Department Chair, Division Director, Associate Dean of Clinical Education, and Dean, College of Naturopathic Medicine
2. Being familiar with all coursework and course requirements
3. Agree to use the syllabus template approved and provided by the College and to place instructional materials online using the currently approved Canvas software
  - a. Materials must be completed by the deadline established by the Academic Coordinator
  - b. The College agrees to provide training to Adjunct Faculty in the use of the Learning Management System and other electronic systems used for instruction and/or communication in the College
4. Improve instruction by utilizing feedback from a variety of sources such as peer faculty, self-reflection, students, and administrators
5. Utilize course assessments to measure student learning and improve teaching
6. Upon invitation of Department Chair / Division Director, at the end of each course:
  - a. Review course delivery and course evaluations to discuss areas of strength and areas of improvement
  - b. Make recommendations for curriculum or delivery change based on teaching experience and student feedback
7. Upon invitation of Department Chair / Division Director, provide feedback about, and assistance with, academic program assessment and accreditation efforts
8. Proactively support students by:
  - a. Replying to students posts with constructive and timely feedback which encourage discussion
  - b. Contacting individual students who have not completed coursework by the due date
  - c. Evaluating and assigning grades for all assignments
  - d. Ensuring that final grades are submitted as required by the Registrar
9. Mentoring students through the program to become successful professionals
10. Effectively communicate with students including:
  - a. Welcoming students to class and provide an introduction of yourself for the first day of class
  - b. Responding to student inquiries and requests for help within 1 business day
  - c. Supporting instruction and advance educational goals of students at different technology skill levels
  - d. Being familiar with available IT support tools
11. Hold scheduled office hours (minimum 1 hour per week) and respond to voice mails emails and Canvas messages in a timely manner (e.g., 2 business day). Dates and times of the office hours must be provided to the Academic Coordinator prior to the start of each quarter. These hours should be listed in your syllabus
12. Be available during time schedule exams
13. Proactively support students by providing timely and constructive feedback for assignments and assessments (within 48 hours for quantitative assessments, and 5 business days for qualitative assessments)
14. Ensuring that final grades are submitted by the Wednesday following the quarter
15. All faculty are de facto members of the Faculty Senate and are invited to attend/stream monthly meetings
16. Maintain respectful professional exchanges with faculty, staff, administrators, students, according to the Faculty Code of Conduct
17. Maintain active licensure, as appropriate
18. Required to save all student exams, student assignments, and other student work for one year

19. Advise the Academic Coordinator at the earliest possibility if unable to teach a class
20. Respond within 1 business day to any inquiries from students and/or College/ University staff
21. Comply with the Family Educational Rights and Privacy Act (FERPA)
22. Comply with all Sonoran University employment policies and procedures
23. Complete any other training deemed necessary by the Dean, College of Naturopathic Medicine or Associate Dean of Clinical Education, or the Chief Human Resources Officer.
24. Submit a signed Time-Off Request Form (TOR) if taking time off
25. Use Sonoran University email for all communication. IT can assist you with forwarding your Sonoran University email to your personal email address if desired.

#### Additional Responsibilities for Clinical Adjunct Faculty

1. Provide direct patient care on student rotations each quarter in-person and on-site at the designated clinic.
2. Refer patients appropriately to other healthcare professionals, as necessary.
3. Maintain current certification of CPR, HIPAA, and OSHA.
4. Comply with HIPAA.
5. Comply with OSHA.
6. Develop course requirements and syllabi with input from the Associate Dean of Clinical Education.
7. Comply with all Sonoran University policies and procedures including timely completion of chart notes.
8. Account for time and attendance including vacation, CME and sick time. Follow Sonoran University procedure for sick time if needed.
9. Hold students accountable to all policies and procedures outlined in the [Sonoran University Clinical Handbook](#).