COMMUNITY FACULTY HANDBOOK

2020 – 2021

University of Nevada, Reno
School of Medicine
Office for Community Faculty

The Community Faculty Handbook: 2020-2021 is produced by the Office for Community Faculty for the University of Nevada, Reno School of Medicine.

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Section 1: Introduction

A Message from the Dean of the University of Nevada, Reno School of Medicine

Dear Colleagues,

The University of Nevada, Reno School of Medicine has proudly served Nevada since it was established as the state's first public medical school by the Nevada Legislature in 1969. Since then, UNR Med has grown into a research-intensive, community-based medical school with campuses in Nevada's urban and rural areas. Nearly 2,000 graduates have received advanced education in the fields of medicine and medical research, with subsequent careers in both primary and specialty care. With small class sizes, collaborative, hands-on learning and a student-focused environment, we are educating tomorrow's physicians and researchers to provide top-quality patient care and globally significant research.

Our vision of a healthy Nevada and our mission to improve the health and health care of Nevadans are guided by a robust strategic planning process. We are concentrating our growth efforts on northern and rural Nevada as we enter the next phase of our 50-year plus history. We are rededicating ourselves to educational quality, the student experience, faculty career growth and satisfaction, community engagement, graduate medical education growth, clinical and basic science research support, and our partner hospitals.

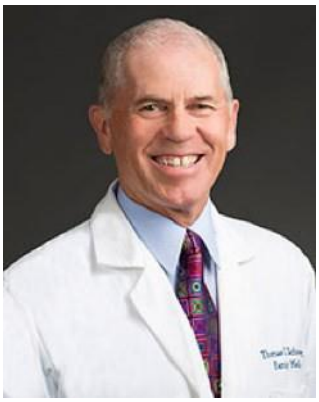
Utilizing the expertise of community-based faculty, like yourselves, and a network of hospital and health care partnerships across Nevada, UNR Med continues to give students unique opportunities to participate in research projects, interact with patients early in their medical education, and learn from and collaborate with healthcare professionals statewide.

I want to emphasize a fundamental point—this is your Medical School. You are not a peripheral or secondary component, but play an integral role in shaping the future of the University of Nevada, Reno School of Medicine.

On behalf of UNR Med, I thank you for being a part of our medical and faculty community. I look forward to our continued partnership. Whether I meet you in the hospital or your office, in rural rotations or in the classroom, I see how your teaching and mentorship positively influence our learners. You make the difference. You are the "heart of the School of Medicine." Just as the body cannot function without a heart, the School of Medicine cannot function without you. I appreciate your support. Thank you for your wisdom, and dedication.

Best Regards,

Thomas L. Schwenk, M.D.
Professor, Family Medicine
Dean, University of Nevada, Reno School of Medicine



A Message from the Director of the Office for Community Faculty

Thank you for serving as a University of Nevada, Reno School of Medicine community faculty member. The University of Nevada, Reno School of Medicine is a research-intensive, community-based medical school. Our mission is improving the health of Nevada's diverse population through an innovative curriculum, competitive residency and fellowship programs, and world-class biomedical research that complement a statewide network of urban and rural clinical facilities.

Community based faculty are one of the most important assets of the University of Nevada, Reno School of Medicine. As dedicated health care professionals, you share your knowledge, skills and abilities with our learners in a wide variety of practice environments, giving them a holistic view of medicine. Community faculty are valuable educators as they provide important assessment and feedback to students and residents to ensure progress in their education, and they train, coach, and mentor in order to ensure "a healthy Nevada."

The mission of the Office for Community Faculty is to support those committed to educating tomorrow's healthcare professionals. We aim to build meaningful relationships between community faculty and the School of Medicine. It is through the hard work of our community faculty members and their participation in a variety of School of Medicine efforts that helps us better serve our community.

The Office for Community Faculty developed this handbook to communicate information to community faculty about a wide range of administrative matters that include general principles and practices, the ins and outs of community faculty appointments, community faculty promotion and many other topics. The handbook was produced for the convenience of those who prefer an immediate reference and also contains information about policies and procedures affecting community faculty at the University of Nevada, Reno School of Medicine. The handbook provides direct access to a variety of faculty resources through hyperlinks. Please note that as medical education is an iterative process, School of Medicine policies may be revised at any time. This handbook is not a primary source of official University of Nevada, Reno School of Medicine Policy. Official University of Nevada, Reno School of Medicine policies are also located on the University of Nevada, Reno's School of Medicine's website at http://med.unr.edu/policy.

The OCF supports community faculty with resources and professional development opportunities that can help create learning environments in which our diverse learners can achieve their maximum learning potential. Please feel free to send any questions or requests to the Office for Community Faculty at (775) 682-8390 or ocf@med.unr.edu. Thank you again for your commitment to medical education. We could not do it without you.

Sincerely,

April Heiselt, Ph.D.
Director, Office for Community Faculty
University of Nevada, Reno School of Medicine

Section 2: Mission, Vision, Values, Goals

The UNR Med Vision

A Healthy Nevada

The University of Nevada, Reno School of Medicine Mission

Improving the health and well-being of all Nevadans and their communities through excellence in:

- student education and postgraduate training that produces national leaders in medicine;
- clinical care, safety and innovation;
- research with local, national and global impact;
- an institutional culture of diversity and inclusion.

Our Core Values

- People are our strength
- We innovate and improve
- We serve with integrity
- We succeed with trust and respect

Diversity Statement

The University of Nevada, Reno School of Medicine recognizes that diversity promotes excellence in education, research and health care. Our school is an inclusive and engaged community and recognizes the added value that students, faculty and staff from different backgrounds bring to the educational experience. We strive to develop culturally competent graduates to care for the residents of Nevada and the nation.

Our Professional Code of Conduct

Consistent with our mission statement, the University of Nevada, Reno School of Medicine seeks to provide a healthful and positive environment that promotes excellence in clinical care and education. Central to that mission are our patients, who provide us with the opportunity to train health care professionals of the future while enhancing the health and well-being of the community. We seek to create an environment that serves all who enter our doors, from the physicians who teach our learners, to our employees and patients, whose health we seek to improve. Achievement of that goal is dependent upon the development of positive relationships in the workplace and the commitment to competence and excellence by our physicians and health care professionals. As members of this organization, we will work together to build an environment professionalism, inclusion, dignity and respect to act as responsible, trusted partners committed to the mission of the School of Medicine.

To work at the University of Nevada, Reno School of Medicine means that the individual is a trusted partner who understands the mission and values of the organization and is willing to act responsibly and work with others to achieve School of Medicine objectives.

Code of Professional Conduct for Students

The professional development of our students is an essential objective of medical education. Students are expected to meet the UNR Med standards of professional behavior as part of their professional development.

The Code of Student Professionalism outlines the expectations and the consequences for lapses in professionalism. Reporting of unprofessional behavior involving students includes the following.

An online Assessment of Medical Student Professionalism form to document lapses. These reports are directed to the Associate Dean for Admissions and Student Affairs and the Director for Evaluation and Assessment in the Office of Medical Education.

Lapses in professional behavior for students participating in a required or elective clinical activity can also be assessed using a standard clinical evaluation. Any notation of an evaluator concern for a professionalism issue requires a detailed description. These reports are directed to the Director for Evaluation and Assessment, the Associate Dean of Medical Education and the Associate Dean for Admissions and Student Affairs. An initial professionalism report will result in a meeting between the student and the Associate Dean for Admissions and Student Affairs to discuss the matter. This meeting will be documented in a Conference Report shared with the student that will be entered into the student's academic file. Appropriate action may include referral to the Student Promotion and Conduct Committee (SPCC), recommendations for counseling, a request for a written apology or a Fitness for Duty evaluation. When the informal mechanisms mentioned above do not lead to resolution of the incident or behavior, the following protocol will be followed as outlined in the Student Mistreatment Policy and Code of Student Professionalism policy.

Academic Dishonesty

The University of Nevada, Reno School of Medicine defines academic dishonesty in accordance with UNR's Academic Standards Policy for Students. *A student found to have cheated on any academic test will be subject to automatic failure of the course.* Students will be referred to SPCC. Disciplinary action up to and including dismissal may be recommended by the SPCC and presented for approval by the Dean of the University of Nevada, Reno School of Medicine. If SPCC approves continued active student status the student will be placed on probation. If the student is permitted to repeat the course, the highest grade they can receive is a *Pass*. A second infraction related to academic dishonesty will result in dismissal.

Patient Care

Patient care infractions include falsifying or knowingly omitting pertinent information, lying regarding patient care, and/or conscious HIPPA violations. Students who commit an infraction will be referred to SPCC. Disciplinary action up to and including dismissal may be recommended by the SPCC and presented for approval by the Dean. If SPCC approves continued active student status, the student will be placed on probation. A second infraction related to patient care will result in dismissal.

The University of Nevada, Reno School of Medicine Office for Community Faculty (OCF) Mission

To support those committed to educating tomorrow's healthcare professionals.

Our OCF Vision

A University of Nevada, Reno School of Medicine office where all healthcare professionals volunteer their time to improve the health and health care of Nevadans.

Our OCF Values

Educating Students: We value the efforts our Community Faculty make in educating our students – whether that be in small ways, through Student Affairs opportunities (i.e. student groups, MMIs), or in large ways (i.e. first or second-year preceptor experiences, in clerkships, externships, or supervising electives).

Training Residents: We value the ways our Community Faculty guide and train our interns, residents, and fellows though supervised patient care and hands-on learning.

Serving Our State: As volunteers, our Community Faculty serve our state and help to address the larger issues of health and health care in Nevada.

Section 3: Administrative Structure and Leadership

The University of Nevada, Reno School of Medicine was established in 1969 by the Nevada State Legislature as a community-based medical school with a mission of educating primary care physicians for rural Nevada. Initially started as a two-year school with the first class entering in the fall of 1971, the School later became a full four-year medical school. In 1981, The School of Medicine in 1981 saw its first students receive all four years of undergraduate medical education in Nevada.

Today, the School of Medicine is a four-year medical school within the University of Nevada, Reno, a public institution of higher education in the State of Nevada, and is affiliated with a variety of clinical partners including: Renown Health, the Sierra Nevada VA Hospital, Carson Tahoe Health, and many others.

The School of Medicine is composed of the administrative unit of the Office of the Dean and the following academic departments:

- Department of Family Medicine
- Department of Internal Medicine
- Department of Microbiology and Immunology
- Department of Neurology
- Department of Obstetrics and Gynecology
- Department of Pathology and Laboratory Medicine
- Department of Pediatrics
- Department of Pharmacology
- Department of Psychiatry and Behavioral Sciences
- Department of Physiology and Cell Biology
- Department of Speech Pathology and Audiology
- Department of Surgery
- Sanford Center for Aging

Dean's Office and Administration

A. Office of the Dean **(775) 784-6001**

Thomas L. Schwenk, M.D., Dean, University of Nevada, Reno School of Medicine, Vice President, Division of Health Sciences and Professor of Family Medicine

tschwenk@med.unr.edu

Dean Schwenk and his staff are responsible for the administration of the School of Medicine. The Executive Associate Dean, Senior Associate Deans, Associate Deans, Assistant Deans, Directors and Department Chairs all report to the Dean.

B. Undergraduate Medical Education **(775) 327-5174**

Lisa Calvo, M.D., Interim Associate Dean, Office of Medical Education
lcalvo@med.unr.edu

Dr. Calvo oversees the medical education program in which students are actively engaged in the learning process from matriculation to graduation.

C. Undergraduate Admissions and Student Affairs **(775) 784-8253**

Cheri Singer, Ph.D., Associate Dean for Student Affairs

csinger@med.unr.edu

Dr. Singer and the Admissions and Student Affairs team coordinate the admissions process and oversee the wide array of student affairs events that enhance the student experience at the University of Nevada, Reno School of Medicine.

D. Graduate Medical Education **(775) 682-8458**
David Carlson, M.D., Professor; Associate Dean, Graduate Medical Education
carlsondl@med.unr.edu

Dr. Carlson provides support for the University of Nevada, Reno School of Medicine's residents, fellows, and the faculty that are actively engaged in providing teaching and mentorship to enhance the educational experience and facilitate success.

E. Faculty Affairs Professional Development **(775) 784-6761**
Jennifer M. Hagen, M.D., Senior Associate Dean, Office for Faculty
jmhagen@med.unr.edu

Dr. Hagen's office works to offer a range of faculty development opportunities including orientations, workshops and individual consultations.

F. Research **(301) 841-5486**

Mark Riddle, M.D., Associate Dean for Clinical Research
mriddle@med.unr.edu

The goal of Senior Associate Dean and the Office of Research is to serve our students, scientists and clinicians by providing the most current information concerning training programs, access to resources, and assistance with compliance to institutional and federal regulations.

G. Rural Programs **(775) 738-3828**

Gerald Ackerman, Assistant Dean, Rural Programs; Director, Office of Rural Health gackerman@med.unr.edu

Mr. Ackerman's role is to support the Nevada State Office of Rural Health in order to improve the health of rural Nevadans. The Office of Rural Health provides state and national leadership in addressing critical rural physician recruitment and retention issues, health technology resources and promotion of graduate medical education. The office works with and trains all types of healthcare professionals in a rural setting in order to expand healthcare access to all Nevadans.

H. Physician Assistant Studies (PA) Program **(775) 682-7991**

Brian Lauf, PA-C, Founding Director, PA Program blauf@med.unr.edu

The ARC-PA has granted Accreditation-Provisional status to the University of Nevada, Reno School of Medicine Physician Assistant Studies Program sponsored by the University of Nevada, Reno. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Section 4: Opportunities for Faculty Participation

As a community faculty member, there are a number of ways to get involved with the School of Medicine. This includes involvement opportunities for those who are retired and no longer seeing patients to those who are currently engaged in a school or hospital setting. Listed below are the menu of experiences in which community faculty can get involved. Please contact the Office for Community Faculty at (775) 682-8390 for more information.

We encourage all community faculty members to participate in activities that are interesting to them in order to interact with learners in a variety of methods.

- **Student Outreach Clinic (SOC)**: Student Outreach Clinics provide free care for the medically uninsured.
  - The true cornerstone of the University of Nevada, Reno School of Medicine Student Outreach Clinic are the generous health professionals that volunteer their time to assist the needs of the uninsured in Northern Nevada and to contribute to the education of the next generation of medical professionals. If you are a licensed health professional interested in donating yourtime and skills, we wholeheartedly welcome your participation. Some of our volunteer physicians attend every clinic, while others come when time permits. We are appreciative of any commitment that you can make.
  - If you are interested in finding out more about provider volunteer roles with the Clinic, please contact the SOC at (775) 682-8646 or studentoutreachclinic@med.unr.edu.

- **Office of Diversity and Inclusion:** The Office of Diversity and Inclusion represents the University's commitment to realize and sustain a diverse, inclusive and welcoming environment for all University community members, including students, faculty, faculty colleagues and alumni. The Office works closely with academic and administrative units to attract, advance and retain a diverse faculty to strengthen academic excellence.
  - Diversity Dialogues: We are constantly faced with difficult, multi-faceted issues of diversity and inclusion, with no clear solution. Diversity Dialogues provides a space in which everyone can communicate, be heard, and engage with the complex problems we all face. Diversity Dialogues is an open discussion of diversity and inclusion issues and the diversity initiatives at UNR Med. Join us for Diversity Dialogues on the third Thursday of every month in PHS 233 from 12:00-1:00.
  - GWIMS: The Group on Women in Medicine and Science (GWIMS) advances the full and successful participation and inclusion of women within academic medicine by addressing gender equity, recruitment and retention, awards and recognition, and career advancement (AAMC).
  - Diversity Health Series: Diversity Health Series addresses various topic related to social determinacies of health care. Diversity Health Series events are held in Pennington Health Sciences Room 102 from 12:00–1:00 once a quarter and CME credits are offered. For more details and topics, please visit the ODI website.
  - Inclusive Medicine Series: The Inclusive Medicine Series is the Office of Diversity and Inclusion's annual event. The Inclusive Medicine Series focuses on relevant topics that not only pertain to academic medicine, but the community at large. For information and to view last year's inclusive Medicine Series topic, please visit the ODI website.

Opportunities with Medical Students:

- **Admissions and Student Affairs**: Influence the next generation of students who will enter the medical profession by participating in Multiple Mini Interview (MMI) process, the Admissions Executive Committee, and much more. Or, influence our current medical students through participation in Career Interest Groups or serving as a mentor. Contact Lisa Kornze at (775) 682-6754 for more details.

- **Case of the Week**: A week-long clinical case for first and second-year students, which integrates basic science content into the practice of medicine.
    - The Case of the Week is a great way for community faculty members to get involved in medical education and interact with students in a learning environment. Students are encouraged to pay close attention to class materials and challenged in critical thinking and their creative thought process. The Case of the Week is a critical aspect to the education of medical students as it combines individual and team learning and provides a didactic opportunity outside the classroom.
    - Each week a new clinical case is presented to year 1 and 2 medical students, which provides the context for integrating basic science content into the practice of medicine. Facilitators (faculty members and community faculty members) guide students throughout the week as they work on the case.
    - Cases typically provide a full analysis and relative diagnostics of a presented patient and then ask questions pertaining to each part of the case. Questions about the case ensure students understand the classroom materials they are currently studying. Please review an example of a Case of the Week here.
    - Contact Dr. Michael Bloch, Director of the Case of the Week Program at (775) 784-4474 for questions regarding the Case of the Week Program.

- **Graduate Medical Education**: The Office of Graduate Medical Education at the University of Nevada, Reno School of Medicine mission is to provide outstanding training for our interns, residents and fellows through supervised patient care, hands-on learning, simulation and didactic education. Our programs meet and exceed the Accreditation Council for Graduate Medical Education (ACGME) requirements in each of the disciplines offered. Please contact Angelina Shaw at (775) 284-9155 for information about training a resident

- **Rural Rotation**: Students experience clinical immersion in the small, rural, or frontier community.
    - The curriculum for the fourth year is comprised of a minimum of 36 weeks of scheduled elective experiences. Of those 36 weeks, four weeks will be used to complete the required Advanced Clinical Experience in Rural Healthcare rotation. Contact Dr. T. Brian Callister for more information on the rural rotation.

- **Year 1 Practice of Medicine (POM) & Year 2 Advanced Clinical Skills (ACS)**: Mentor a medical student during the first two years of medical school.

    - One of the strengths of the University of Nevada, Reno School of Medicine's curriculum is early clinical exposure mentored by skilled community faculty. Preceptorships are mentoring experiences in which School of Medicine community faculty members give personal instruction, training and supervision to medical students during their first two years of medical school.

    - Preceptorships offer students an opportunity to follow a patient over time, to get to know

primary care and some specialty care, and to experience a clinical setting.

- **What is the goal of a Preceptorship?**

Overall, medical students spend time with their assigned preceptor building the foundation of the basic skills of a physician within the preceptors' offices.

- **Year 1**: In the first year, students are encouraged to develop their history taking and physical exam skills, as well as communication skills with patients, families, colleagues and other health professionals.
- **Year 2:** In the second year, students are encouraged to develop their presentation skills and patient note documentation skills in addition to refining their history and physical exam skills.

- **How much time does it take to be a Preceptor?**

We recognize the importance of your time. Therefore, the preceptorship is only one (1) afternoon a week for a total of nine (9) visits (i.e. 9 afternoons for only one semester with one medical student). The POM preceptorship runs during the spring semester of the first year and fall semester of the second year. Please contact Amy McFarland, Director of Community Based Medical Education at (775) 682-7734 for questions regarding the preceptorship.

- **Year 3 & Year 4 Clerkships/Electives/Selectives**: Clerkship teaching, elective, and selective development for students to gain clinical experiences.
  - Year 3 marks the transition to the clinical component of the medical education program. Beginning in the third year, clerkships immerse students in the experiences associated with a particular field of medicine. Students work full-time at a designated site during each six- to twelve-week rotation period and are assigned on-call duty on scheduled nights and weekends.
  - The curriculum for the fourth year is comprised of a minimum of 36 weeks of scheduled elective experiences. Of the remaining 32 elective weeks: No more than 12 of the required 36 weeks may be taken in any one sub-specialty.

- **Research**: Community Faculty play an important role in conducting research with our University of Nevada, Reno School of Medicine (UNR Med) medical students and residents. If you have an interest in involving medical students or residents in your research, please take the following steps to get started.
  - **Obtain a community faculty appointment with the University of Nevada, Reno School of Medicine**. Contact the University of Nevada, Reno School of Medicine Office for Community Faculty at ocf@med.unr.edu or (775) 682-8390 for additional information.
  - **Complete the required online training**. UNR Med requires all investigators planning on conducting research with human participants to receive relevant human research protection training. The preferred training program is provided at www.citiprogram.org.
    - The UNR Research Integrity Office will accept the Renown Health required human research protection ethics training (for other hospital training approvals please contact Valerie Smith at valeries@unr.edu). More specifics on which training is relevant for your project can be found on the following website: https://www.unr.edu/research-integrity/training/study-training.

- **Create a profile in IRB Net**. The UNR Research Integrity Office uses IRB Net, an online submission platform, to review research projects, your profile will provide you with access to the research project. Specific guidance for setting up a profile can be found at: https://www.unr.edu/research-integrity/training/irbnet.

- **Assist the student/resident in completing the necessary paperwork for his/her research project submission**. Steps for building a submission in IRB Net are available at https://www.unr.edu/research-integrity/human-research/irbnet/create-submission.

  - The protocol application will ask for important information about the research project. This form along with the cover sheet will direct the student/resident to other relevant forms to be included in the research project submission.
  - The cover sheet asks for the "Responsible Official" on the project. This person is Mark Riddle, MD, DrPh, Associate Dean of Clinical Research. This is the person who will endorse the application on behalf of UNR Med.
  - In your IRBNet Package, you will need to upload the following personnel documentation to comply with the Human Research Policy Manual, Item 35 in accordance with the University of Nevada, Reno Office of Research Integrity.
  - Share your project with Valerie Smith, Clinical Research Center Coordinator, who will check your application package for completeness before submission to the IRB for review.
  - In your IRBNet Package, you will need to upload the Investigator Community Physician Agreement found in the "forms and templates" tab on IRBNet to comply with the Human Research Policy Manual, Item 35 in accordance with the University of Nevada, Reno Office of Research Integrity.

Please allow sufficient time for the student/resident to prepare the IRB package for submission. Keeping these timelines in mind, mentor the student/resident in completing the package (as needed). For basic, minimal risk research in populations which are not considered vulnerable, allow a minimum of 4-6 weeks from preparation of submission to IRB approval.

The Office of Medical Research, the UNR Research Integrity Office, and the UNR Med Office for Community Faculty are available to assist in your community faculty research endeavors. Should you have any questions, please contact the following individuals.
Ms. Danielle Eaton, UNR Med Senior Director and Clinical Research Center Manager at (775) 784-4125.
Ms. Valerie Smith, UNR Med Coordinator of Clinical Research Center at (775) 682-9838

Opportunities with Physician Assistant Studies Students:

- **Admissions and Student Affairs**: Influence the next generation of students who will enter the profession of physician assistants. There are multiple opportunities to participate in this process, ranging from reviewing applications to participating in PA Program interview days. Please contact the PA Studies Program at (775) 784-4843 or Rubina Hackbusch, Admission and Recruitment Coordinator;

- Mentoring and Early Clinical Experiences: Early Clinical Experiences occur in the Fall semester for first year didactic students. PA students have an opportunity to spend a couple of afternoons working with a PA in the clinical field. This allows PA students to develop relationships with community PAs and to

begin to use the clinical skills they are learning in the classroom. This is a great opportunity for practicing PAs looking to get involved with the PA program with minimal time commitment.

- **Precepting:** Multiple opportunities exist in all specialties for precepting students in clinical rotations in the second year of training. This is a great opportunity to share your wisdom and offer an integration of knowledge, skill and professional behaviors. For more information please contact the PA Studies Program at (775) 784-4843 or Patrick Enking, M.S., PA-C, Director of Clinical Education.

- **Teaching:** If you have a clinical expertise and want to teach, consider opportunities for didactic lectures, case presentations, technical skills teaching, and simulation training.

- **Student Leadership Development**: Strong leadership skills are what future PAs need! Consider being a PA Student Advisor to the Student Society or other student run committees.

- For more information about the above programs, please contact the PA Studies Program at (775) 784-4843 or Julie Thomas, M.S., PA-C DFAAPA, Academic Coordinator.

Opportunities with Speech Pathology and Audiology Students:

- **Admissions and Student Affairs**: Influence the next generation of students who will enter the profession of speech pathology and audiology.

- **NevadaFIT Mentorship:** NevadaFIT is short for "Freshman Intensive Transition." NevadaFIT is a five day academic program designed to increase success for incoming college students. The boot camp program offers a glimpse into the University's rigorous academic expectations and college life prior to the start of the semester. Mentor incoming freshman interested in SPA directly through HealthFIT alongside fellow SPA faculty. Please contact Rachael Walden, MS, CCC-SLP at (775) 682-7016 or rwalden@med.unr.edu to get involved.

- **SPA Comprehensive Clinical Examinations**: Community Faculty are invited to participate in Comprehensive Clinical Examinations that 2nd year graduate students complete prior to leaving for their externships. Community Faculty conduct mock interviews and provide feedback to students on their CVs/resumes. The students pass their exam if the SLP would consider hiring them. For more information on this teaching opportunity please contact XXXX

- **Research:** To get involved with undergraduate research please contact Dr. Thomas L. Watterson Ph.D. CCC-SLP at (775) 784-4887. For graduate research queries contact Dr. Debra L. Vigil Ph.D., CCC-SLP at (775) 682-7019.

- Other opportunities include guest lectures in their area of specialty, LOA teaching opportunity and consideration for graduate externship placements.

- For more information about the above programs, please contact Nicole Murphy M.S., CCC-SLP at (775) 784-4095.

Section 5: Community Faculty Appointments

Community faculty appointments are faculty appointments granted by the University of Nevada, Reno through recommendations from a University of Nevada, Reno School of Medicine (UNR Med) Department Chair (or his/her designee) and the approval by the Dean of the School of Medicine. There are a variety of elements related to community faculty member appointments: academic unit, title, rank, and the expectations for community faculty ranks and promotions. According to university bylaws, these are defined as adjunct appointments.

I. Academic Unit

Community faculty members receive an appointment to one academic unit in the University of Nevada, Reno School of Medicine although they may teach or participate in multiple departments (see Section 3). The School will designate a primary or "home" department for each community faculty member. Appointments are granted for a period of three (3) years and are renewable through the primary department. Appointments may be terminated by the School or the faculty member at any time.

II. Titles

Titles for community faculty appointments are the clinical and adjunct faculty series, which reflect unpaid (volunteer) appointments

A. Clinical Faculty Titles

Clinical faculty titles are granted to clinicians. These titles reflect a clinical background, clinical educational activities, and/or an appointment to a clinical department (i.e. Family Medicine, Internal Medicine, Pathology, Pediatrics, and Psychiatry).

B. Adjunct Faculty Titles

Adjunct faculty titles are granted to researchers and non-clinicians. Those with adjunct titles provide teaching in the basic sciences (i.e. Microbiology & Immunology, Cell Biology and Physiology, and Pharmacology), facilitate research collaboration in the School of Medicine, the University, or other institutions and/or provide other service to the School of Medicine as defined in the terms of appointment.

III. Rank

Four non-tenure, professorial ranks are recognized for community faculty with clinical and adjunct titles in the School of Medicine. The Clinical title series includes: Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. Determination of rank and title is in the discretion of the School of Medicine. The adjunct series is parallel starting with Adjunct Instructor. The criteria for each rank are outlined in this document.

A. Clinical Instructor

This is the entry-level rank for community faculty within the School of Medicine. Clinical Instructor rank is granted to physicians who have not yet attained board certification, or for other health care providers who who have obtained the appropriate level of licensure or professional certification. After two years, these individuals may apply for promotion. Other expectations are:

- Training relevant to chosen career path
- Declared willingness to fulfill responsibilities of community faculty member
- Defined service to the School of Medicine

B. Clinical Assistant Professor

This rank is granted to faculty who have who have obtained the appropriate level of licensure or professional certification relevant to the discipline. Physicians applying for Clinical Assistant Professor must have completed residency and, if applicable, fellowship training. Physician Clinical Assistant Professors should also be board certified/eligible. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank. Other expectations include: Local or regional recognition.

- Participation in relevant professional organizations
- Contributions to institutional missions and service to the School of Medicine
- Illustrated teaching effectiveness Demonstrated ability to engage in research – by publications, grant applications or written statements from mentors

C. Clinical Associate Professor

Faculty at this rank have typically completed a minimum of five years as a Clinical Assistant Professor at the time the review for promotion is initiated. There is however, no automatic promotion to the Clinical Associate Professor level based solely on years in rank.

Faculty members may receive an initial appointment in the School of Medicine at the rank of Clinical Associate Professor based upon documented prior academic achievement or a combination of academic achievement and leadership in government service or health care.

This rank signifies a high level of professional accomplishment and significant commitment by the faculty member to the School of Medicine's programs. Faculty members at this rank demonstrate a sustained commitment to the academic programs of the School of Medicine through ongoing teaching, research, and/or engagement/service. The expectation for a Clinical Associate Professor is that the candidate has started to mentor others, as reflected in senior manuscripts. Documentation of achievement should reflect expertise and excellence. Other expectations include:

- Regional or national stature
- Leadership in relevant professional organizations
- Documented substantive participation in institutional missions and service to the School of Medicine
- Illustrated teaching effectiveness
- Achievement in scholarly work as demonstrated by successful grant applications and/or publications
- Achievement in professional development or engagement/service

D. Clinical Professor

Faculty at this rank typically complete a minimum of five years as a Clinical Associate Professor at the time the review for promotion is initiated. There is however, no automatic promotion to the Clinical Professor level based solely on years in rank. Faculty members may receive an initial appointment in the School of Medicine at the rank of Clinical Professor based upon high academic achievement at another school of medicine or a combination of academic achievement and equivalent achievement and leadership in government service or healthcare.

This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the School of Medicine's programs. Faculty members at this rank must demonstrate a sustained commitment to the academic programs of the School of Medicine through ongoing teaching, research, and/or engagement/service. The expectation for a Clinical Professor is that the faculty member regularly mentors

others, as reflected in senior authorship manuscripts. Documentation of achievement should reflect expertise and excellence. Other expectations are:

- National or international stature
- Significant impact on their field and in the community as documented by leadership roles, committee memberships, assignment as reviewers, assignment as chair of professional meetings
- Recognition as a leader in relevant professional organizations
- Ongoing commitment to institutional missions and service to the School of Medicine
- Illustrated teaching effectiveness over a significant period of time and with different types of learners
- Achievement in scholarly work as demonstrated by successful grant applications and/or publications
- Achievement in professional development or service

IV. Joint Appointments

In December 2017, the Board of Regents approved the joint faculty appointment. This proposal was presented by the Statewide Steering Group comprised of UNR and UNLV leaders. The model of joint appointment is in use with many other medical schools and hospital partners. A joint appointment is made for a faculty appointee who is employed by one of UNR Med's major hospital partners Renown Health or the Sierra Nevada VA. Joint faculty, like all adjunct faculty, are not paid by UNR Med and receive an academic appointment through the UNR appointment process. The use of joint appointments promotes the academic partnerships between UNR Med and regional hospital partners.

Titles for Joint Appointments

The faculty title for joint faculty appointments are new and distinct from existing appointments. The Board of Regents approved a new faculty title series: the Professor of Clinical Medicine series.

The title for the new joint faculty places the term "clinical" directly before the name of the specialty. For example: Assistant Professor of Clinical Pediatrics. This title will be assigned to faculty on a joint appointment.

This is different from the existing appointment titles for UNR Med community faculty, which places the term clinical before the rank term. For example: Clinical Assistant Professor of Pediatrics. This title will be assigned, as in the past, to faculty on adjunct appointments who are not employed by Renown or the VA.

Benefits

The NSHE grants-in-aid benefit (tuition discount) for joint faculty is the same as for all adjunct faculty. Spouses and dependent children of joint faculty are not eligible for grants-in-aid.

Expectations

Joint faculty will contribute to the academic missions of UNR Med and attend faculty development events, including UNR Med new faculty orientation.

Section 6: Faculty and Student Expectations for the Learning Environment

The University of Nevada, Reno School of Medicine (UNR Med) recognizes that community faculty serve as role models for our learners and are fundamental to our educational mission. The affiliation between UNR Med and community faculty is to support UNR Med's academic missions. Unless separate contractual arrangements exist, UNR Med's affiliation with community faculty does not extend to management or responsibility for the community faculty member's medical practice, business affairs or financial affairs. This notwithstanding, a community faculty member is responsible to ensure that they conduct themselves in a manner that complies with state and federal law as well as the standards of practice and professionalism in their specialty. Community faculty members should always be positive examples of ethical and professional medical practice and provide supportive learning environments. Behaviors that fall short of these standards undermine the effectiveness of the teacher-learner relationship and threaten the integrity of the educational mission. Foremost, UNR Med aims to prevent medical student and resident mistreatment through education and the continuing development of a sense of community.

The teacher-learner relationship confers rights and responsibilities on all parties within the School of Medicine community to behave in ways that represent the ideal teacher-learner relationship, which fosters respectful behavior, minimizes the likelihood of student or faculty mistreatment or abuse, and optimizes the educational experience for students (see Student Mistreatment Policy).

The School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. Success is dependent on an environment free of behaviors which can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Both teachers and learners bear significant responsibility in creating and maintaining this atmosphere (see below for more specifics).

According to the Nevada System of Higher Education (NSHE) Code faculty have obligations and responsibilities related to their roles within an educational institution (see excerpts from Chapter Two below).

2.3.4 Faculty as Citizens. A member of the faculty is a citizen of the community, a member of a learned profession and an employee of an educational institution. A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline.

2.3.5. Obligations and Responsibilities. The special position of a member of the faculty imposes special obligations and responsibilities. As a person of learning and an employee of an educational institution, a faculty member should remember that the public may judge the profession and the institution by the faculty member's utterances and acts. Therefore, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should indicate clearly that the faculty member is not an institutional spokesperson.

Responsibilities of faculty include

1. Be prepared and on time
2. Provide learners with most current materials
3. Treat students fairly, respectfully, and without bias
4. Give students timely, constructive and accurate feedback
5. Avoid the embarrassment or humiliation of others
6. Exhibit professional conduct consistent with the School's professional code of conduct at all times and to all constituents
7. Demonstrate respect for diverse voices and experiences
8. Act consistent with the core values of the School of Medicine

Responsibilities of learners include

1. Be courteous and respectful of teachers and fellow students and without bias
2. Treat fellow students as colleagues and respect the mutual learning environment
3. Take responsibility for maximizing educational experiences by addressing conflicts and discomforts which may impede learning
4. Be an enthusiastic learner
5. Be trustworthy and honest
6. Know limitations and ask for help when needed
7. Exhibit professional conduct at all times and to all constituents
8. Demonstrate respect for diverse voices and experiences
9. Seek knowledge about patient caseload illnesses
10. Put patient welfare ahead of educational needs
11. Treat all patients and members of the healthcare team respectfully and without bias
12. Be compassionate
13. Respect patient privacy

Section 7: Faculty Evaluations of Learners

Online Evaluation

Since 2006, the University of Nevada, Reno School of Medicine has been using web-based, online programs for collecting evaluations from all faculty who work with medical students.

When students rotate in any clinical setting for either: Years 1 & 2 preceptorships, Year 3 clerkships, or Year 4 electives, community faculty (using their UNR Med email addresses) are placed into a database so they receive an email with a live link to the evaluation form where the community faculty can assess student performance on a number of defined physician competencies.

Each evaluation form is created to align with the specific learning objectives developed for the specific course or clerkship. Medical students know at the beginning of each clinical rotation the items on which they will be evaluated. The learning objectives should also serve as a guide for community faculty, in assessing the student's knowledge, skills, and attitudes as they work with you.

Using the online evaluation system is simple. Community faculty provide the Office of Medical Education with an email address. Then, toward the end of the rotation, the community faculty member receives an email with a live link that takes the community faculty member directly to the evaluation. No need to login or remember a password. However, each link is only good for one click, so if you are unable to complete the evaluation form the first time, it can be saved to complete at a later time. If you are unable to complete the form the first time, you will receive an email reminder with another link to the same form. If you forget your login and/or password, contact Julianne Krogh, in the Office of Medical Education at (775) 682-7722 and she will send you an email with your login information or a live link reminder email. Thank you in advance for your timely submission of student evaluations. They have significant impact on the education of our medical students.

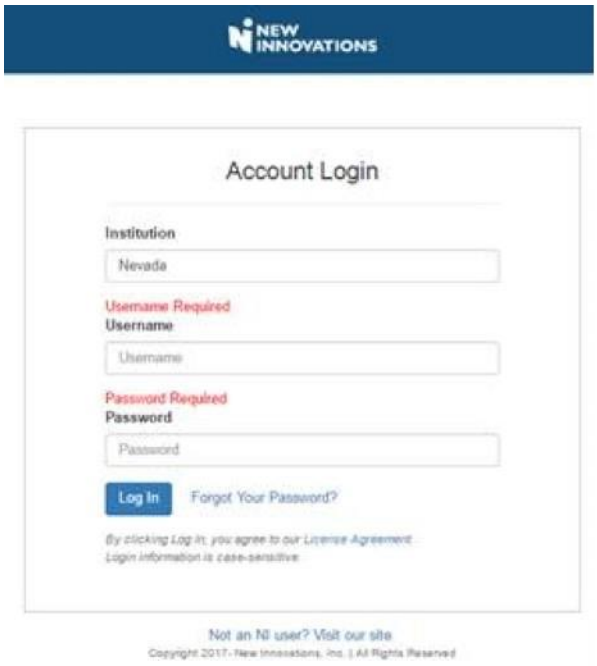
Medical Student Evaluations of Community Faculty

Medical students, through the online program, similarly evaluate community faculty. Student evaluations are distributed to community faculty to read as constructive feedback. Evaluations are sent well after course completion to maintain student confidentiality.

New Innovations (GME Evaluation)

Resident and fellow evaluations are completed by using the New Innovations system. Community faculty members training residents receive a username and password for the New Innovations system. This information is emailed by the appropriate departmental program coordinator (see below for listing).

The New Innovations website can be accessed at https://www.new-innov.com/Login/.



Evaluations are emailed to community faculty on a periodic basis. New Innovations also sends an email reminder when an evaluation is ready for completion. There is no need to rely on the email prompt. Community faculty are always welcome to sign into New Innovations at any time to see if there are evaluations that need completion. Please contact the department coordinator (see listing on page 24) for New Innovations troubleshooting or if an expected evaluation is missing.

Community faculty input is key to the success of UNR Med residents and to their future in the medical field. As always, if you have questions or concerns about a resident, please contact the program coordinator and/or program director.

Residency and Fellowship Department Coordinators

Family and Community Medicine Residency & Sports Medicine Fellowship:

Elene Soumbeniotis-Manor	(775) 682-8648	esoumbeniotis@med.unr.edu
Cheryl Baldovi-Manville	(775) 682-8625	cbaldovi@med.unr.edu

Internal Medicine Residency:

Monica Oesterling	(775) 327-5174	moesterling@med.unr.edu

Internal Medicine Primary Care Track:

Jorge Pulido	(775) 327-5174	jorgep@med.unr.edu

Internal Medicine Geriatrics and HPM Fellowship:

Emily Horn	(775) 327-5174	emilyhorn@med.unr.edu

Psychiatry Residency

Adam Bellwood	(775) 284-9111	adamb@med.unr.edu

Psychiatry Residency and Child and Adolescent Psychiatry Fellowship:

Adam Bellwood	(775) 284-9111	adamb@med.unr.edu

Medical Education Program Objectives (MEPOs)

(approved July 1, 2017)

1. Knowledge for Practice: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

a. Demonstrate an investigatory and analytic approach to clinical situations

b. Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations

c. Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care

d. Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations

e. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care

f. Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices

2. Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

a. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds

b. Communicate effectively with colleagues within one's profession or specialty, other health

c. Work effectively with others as a member or leader of a health care team or professional group

d. Act in a consultative role to other health professionals

e. Maintain comprehensive, timely, and legible medical records

f. Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics

g. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

3. Professionalism: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

a. Demonstrate compassion, integrity, and respect for others

b. Demonstrate responsiveness to patient needs that supersedes self-interest

c. Demonstrate respect for patient privacy and autonomy

d. Demonstrate accountability to patients, society, and the profession.

e. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

f. Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

4. Personal and Professional Development: Demonstrate the qualities required to sustain lifelong personal and professional growth

a. Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

b. Demonstrate healthy coping mechanisms to respond to stress

c. Manage conflict between personal and professional responsibilities

d. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior

e. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients

f. Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system

g. Demonstrate self-confidence that puts patients, families, and members of the health care team at ease

h. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

5. Patient Care: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

a. Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice

b. Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests

c. Organize and prioritize responsibilities to provide care that is safe, effective, and efficient

d. Interpret laboratory data, imaging studies, and other tests required for the area of practice

e. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment

f. Develop and carry out patient management plans

g. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making

h. Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.

i. Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health

j. Provide appropriate role modeling

k. Perform supervisory responsibilities commensurate with one's roles, abilities, and qualification

6. Practice-Based Learning and Improvement: Demonstrate the ability to investigate and evaluate one's of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

7. Interprofessional Collaboration: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

a. Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust

b. Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served

c. Communicate with other health professionals in a responsive and responsible manner that supports maintenance of health and the treatment of disease in individual patients and population

d. Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

8. Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

a. Work effectively in various health care delivery settings and systems relevant to one's clinical specialty

b. Coordinate patient care within the health care system relevant to one's clinical specialty

c. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

d. Advocate for quality patient care and optimal patient care systems

e. Participate in identifying system errors and implementing potential systems solutions

f. Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

Section 8: Community Faculty Benefits

University of Nevada, Reno Network Identification (NetID)

The University of Nevada, Reno School of Medicine requires all community faculty members to have a UNR Network Identification (NetID).

A. What is a NetID?

- The NetID is a unique username provided by the University of Nevada, Reno for all students, faculty, and staff.

B. How do I obtain a UNR NetID?

- A NetID form will be sent via email for the Community Faculty member to complete by entering their full name, birthdate, social security number, and preferred email address.
- An email will be sent from Workday to initiate Login and complete the onboarding process. The NetID and initial password are provided within Workday.

C. How long does it take to obtain a UNR NetID?

- It takes approximately 48 hours for a NetID to be created and for the activation link to be sent.
- Once the NetID is activated, the community faculty member will be able to use it immediately.

D. What can I do with my UNR NetID?

- Access any of the databases available through Savitt Medical Library, including Clinical Key and DynaMed among others.
- Login to any UNR computer.
- Login to the community faculty workstation at the Office for Community Faculty to check email, browse research articles, etc.

Questions?

1. For help with obtaining or using a UNR NetID, please contact the Office for Community Faculty at (775) 682-8390.
2. If the NetID password needs to be changed or updated, please call the IT Help Desk at (775) 682-5000, option 2

University of Nevada, Reno School of Medicine Email Address

How do I obtain a UNR Med email address?

1. A University of Nevada, Reno School of Medicine email address can be obtained after the UNR NetID has been activated. The Community Faculty Coordinator will submit a request for an email address on behalf of the community faculty member.

2. University of Nevada, Reno School of Medicine email can be accessed by visiting the following website: https://owa.unr.edu/.

3. Information about UNR email accounts and policies are available at https://www.unr.edu/it/communications/email/employee.

What can I do with my UNR Med email address?

1. Contact students, residents, and School of Medicine personnel.

2. Certain educator discounts are available if an educational email address is used.

University of Nevada, Reno Faculty Identification Card (WolfCard)

How do I get a WolfCard?

- The OCF will submit an application on your behalf to the UNR ID office; we may ask that you provide us with a professional photo if we do not have one on record.

- WolfCards take approximately one week to be made – once your card is ready, the OCF will mail it to the address provided on your community faculty application.

How can a WolfCard be used?

- Each community faculty member is given a Faculty Identification Card (or WolfCard) in order to build his or her connection with the University of Nevada, Reno School of Medicine.

- Your WolfCard card entitles you to benefits including discounted access to the University of Nevada Reno's (UNR) E.L. Wiegand Fitness Center, discounts on Nevada Wolf Shop purchases, WolfPack Season tickets, and checking out materials in the Savitt Medical Library, Knowledge Center, and other locations on the University campus.

- For more information please visit http://www.unr.edu/wolfcard

Educator Discounts

The Office for Community Faculty has compiled a list of the discounts available to School of Medicine educators. Many of these discounts require that the community faculty member present a Faculty Identification Card (WolfCard) at the time of purchase. Discounts are available on software, clothes, shoes, furniture, and more. The complete list of Educator Discounts can be found by visiting: https://med.unr.edu/ocf/benefits/discounts. Please note, while many educator discounts exist, this list specifically pertains to higher education faculty.

Savitt Medical Library

All current University of Nevada, Reno students, residents, fellows, faculty, and staff have access to Savitt Medical Library resources and services.

What does Savitt Medical Library access include?
Access to Library resources including thousands of online medical books, online journals across all specialties, databases, point-of-care tools, drug information resources, and more.

For which services do I have access?

- **Interlibrary Loan (ILL):** If the Library does not have the information you need, whether an article or book, we will try to obtain it for you. This is a free service to our community faculty. The average turnaround time for a journal article request is two business days.
- **Reference and Research Consultation**: The Librarians at the Savitt Medical Library can assist you with both general and in-depth reference questions and online searching.
- **Instruction:** The Savitt Medical Library offers a number of workshops and webinars, many of which come with CME credit. The librarians can also customize instruction to meet your needs.

How do I gain access to Savitt Medical Library services?
Library services can be accessed by using a UNR Network Identification (NetID). NetID's are issued to community faculty. Don't have a NetID? Contact the Office for Community Faculty at (775) 682-8390 for assistance.

Examples of Savitt Medical Library resources:

- Access Medicine
- Access Surgery
- Acland's Video Atlas of Human Anatomy
- Bates' Visual Guide to Physical Examination
- Clinical Key
- Cochrane Library
- DynaMed
- Journal Watch
- Medical Letter Online
- Ovid Medline
- And many more…

Is there an opportunity to earn CME credits through the Savitt Medical Library?
The Savitt Medical Library offers a variety of instruction for groups and individuals. Some of these include an option for CME credits including: Advanced PubMed Searching, DynaMed, Cochrane Library, EndNote, and many more.

Where is the Savitt Medical Library located?

The Savitt Medical Library is located at 1664 N. Virginia Street, Reno, Nevada, in the Pennington Medical Education Building (PME), 1st floor. A secondary location is inside Renown Regional Medical Center in the Sierra Tower on the Third Floor. This library is staffed part-time with a medical librarian for consultation and assistance to serve all Renown employees and the entire Community Faculty professional and educational community.

The Library's online resources can be accessed from:

- Any UNR computer
- The community faculty workstation at the Office for Community Faculty
- Home or office computers using your UNR NetID and password

How do I access the Savitt Medical Library website?

The Savitt Medical Library URL is: https://library.unr.edu/Savitt

For help with Library access or reference questions, please contact Katie Jefferson, the Office for Community Faculty Library Services Liaison. She can be reached by calling the Savitt Medical Library at (775) 682-7359.

University of Nevada, Reno E.L. Wiegand Fitness Center

With your community faculty WolfCard, you can purchase a Fitness and Recreational Sports Membership at the faculty-discounted rate. Your membership allows full access to E. L. Wiegand Fitness Center, all drop-in classes including CrossFit, yoga, Pilates, and spinning, and access to the racquetball courts and pool located inside the Lombardi Recreation Center. Membership is purchased at the membership desk at the E. L. Wiegand Fitness Center, $120 per semester or $360 per year.

For more information visit the website at https://www.unr.edu/fitness.

University Logo and Title Privileges

The University of Nevada, Reno School of Medicine (UNR Med) brand and identity represents all of the School's enterprises—medical education, patient care, research and community engagement. Using the updated School of Medicine logos and branding in a consistent manner on all communications will ensure a cohesive look and feel in the community. We appreciate your help in this ongoing endeavor. For any questions regarding the University of Nevada, Reno School of Medicine brand, please contact UNR Med's Advancement and Engagement team.

The University of Nevada, Reno School of Medicine "Name"

Whenever possible, we refer to ourselves by our full name – University of Nevada, Reno School of Medicine. When an abbreviation is needed, we refer to ourselves as UNR Med. In writing, the first reference should always be our full name, followed by the abbreviation in parentheses – e.g., University of Nevada, Reno School of Medicine (UNR Med). After this instance, the abbreviation can be used on its own when necessary. Second and subsequent references also can be School of Medicine in instances when no other schools of medicine are referenced.

Office for Community Faculty (OCF) Affiliate Logo

To maintain consistency among the School of Medicine's offices and departments, we have created a set of sub-logos. Each sub-logo includes our full name – "University of Nevada, Reno School of Medicine" along with the specific office/department name.

The Office for Community Faculty – Affiliated logo may be used on your website if desired. The "proudly affiliated with the Office for Community Faculty" sub-logo is found in the "additional sub-logos" section at the bottom of the sub-logo page on the UNR Med brand toolkit.

If the Office for Community Faculty's name will be spelled out in text below the logo, consider using the University of Nevada, Reno School of Medicine logo or omit the office's name in text to avoid repetition.

Letterhead + Business Cards

Barker Business Systems of Sparks, Nevada is the official contract printer for University stationery and imprinted office supplies, such as name badges, letterhead, envelopes, business cards and many other items your department may require.

More information about ordering from Barker Business Systems can be found on the University of Nevada, Reno Marketing and Communications Website.

Fonts

Typography helps maintain a consistent brand identity. Knockout and ITC Cheltenham Std Condensed are the two font families that we use on brand and collateral materials. However, not everyone owns these fonts. If you already have Myriad Pro and Minion Pro feel free to these fonts as substitutes – Myriad Pro Bold in place of Knockout for headlines and Minion Pro in place of ITC Cheltenham Std Condensed for secondary text, such as body (paragraph) copy and sub-headline.

Colors

UNR Med uses six approved colors, with PMS 282 (navy blue) being our primary color. Please visit our branding guide to view our approved colors and their conversions for various uses.

PowerPoint Templates

University of Nevada, Reno School of Medicine PowerPoint templates are available for your use. These templates include the University of Nevada, Reno School of Medicine logo, as well as approved fonts, colors and illustrations.

Section 9: Community Faculty Appointment and Promotion

Criteria for appointment and promotion to ranks in standard community faculty appointments vary with the candidate's rank and activities. The following information describes achievement in each focus area: professional development, scholarship, and service activities. Criteria are interpreted and applied in the discretion of the School.

Rank	Time (needed prior to applying for promotion)	Teaching Effectiveness	Achievement in Professional Development, Scholarship, and/or Service
Clinical Instructor	0-2 years	Satisfactory	Satisfactory
Clinical Assistant Professor	5 years	Satisfactory	Satisfactory
Clinical Associate Professor	5 years	Commendable	Commendable
Clinical Professor	5 years	Excellent	Excellent

Clinical Instructor to Clinical Assistant Professor Promotion

The Clinical Instructor appointment is intended primarily to be an initial position following completion of graduate medical education, but may also be appropriate for appointments needed to meet temporary clinical needs. The initial term of appointment may be up to two years.

Clinical Instructors should have demonstrated exceptional qualities and promise to become outstanding clinicians and clinical teachers. If the candidate has not had formal teaching experience, he or she should have demonstrated a commitment to develop the skills necessary for outstanding teaching. He or she must have demonstrated excellence or promise of excellence in a combination of clinical performance and clinical teaching appropriate to the programmatic need upon which the appointment will be based.

Clinical Instructors serve multiple roles, including those of attending physician and educator. While they are not trainees, Clinical Instructors may receive mentorship in advanced clinical skills, typically focused in a sub-specialty of their primary specialty, under the supervision of more experienced physicians.

Clinical Instructors are assessed for reappointment on the basis of their performance and achievements in the areas of clinical care, clinical teaching and institutional service (if applicable). They may be reappointed based on evidence of progress, high-level performance and continuing programmatic need.

Promotion to the rank of Clinical Assistant Professor will be considered for those who have demonstrated excellence in the overall mix of clinical care and clinical teaching (and, if applicable, institutional service and/or scholarly activities) during their terms of appointment as Clinical Instructor. There should be evidence that the candidate will successfully continue to fill the programmatic need for which the appointment is made and to

make meritorious contributions to the discipline and to the School. Exceptional circumstances may, on occasion, justify early promotion to this rank, in which case the justification must be well documented.

Clinical Assistant Professor to Clinical Associate Professor Promotion

Commendable achievement in teaching effectiveness includes evidence of consistently high rating of teaching effectiveness by learners as well as a sustained commitment to teaching. Evidence may be illustrated by the cumulative number of learners, positive evaluations of learners at different levels (student, resident, fellow); evaluation scores and comments, teaching awards/nominations, letters from peers, and teaching materials developed for learners.

Commendable achievement in service entails evidence of regular and effective service to departmental or School of Medicine education, governance or oversight committees. Evidence may include letters from committee chairs, products of committee activity with description of role/contributions, and internal and external letters of support.

Commendable achievement in scholarship includes recognition of special expertise or recognized quality in an area of clinical practice and mentoring learners on scholarly projects. Evidence may include letters from health care providers, descriptions of learner projects, publication/recognition of learner projects, posters and presentations at regional or national meetings, or peer-reviewed and non-peer-reviewed clinical and educational publications.

Clinical Associate Professor to Clinical Professor Promotion

Excellent achievement in teaching effectiveness includes evidence of consistently achieved the highest possible ratings of teaching effectiveness by learners as well as excellence, impact, and sustained commitment in teaching at the local/regional level and/or evidence of regular contribution to the development, implementation and assessment of School of Medicine educational programs. Evidence may be illustrated by the cumulative number of learners, positive evaluations of learners at different levels (student, resident, fellow); evaluation scores and comments, teaching awards/nominations, letters from peers, and teaching materials developed for learners.

Excellent achievement in service entails evidence of outstanding and consistent service to departmental or School of Medicine education, governance or oversight committees. Evidence may include letters from committee chairs, products of committee activity with description of role/contributions, and internal and external letters of support.

Excellent achievement in scholarship includes recognition of special expertise or recognized excellence in an area of clinical practice, mentoring learners on scholarly projects, and productive scholarship. Evidence may include letters from health care providers, descriptions of learner projects, publication/recognition of learner projects, posters and presentations at regional or national meetings, or peer-reviewed and non-peer-reviewed clinical and educational publications.

I. Teaching Effectiveness

It is recognized that most community faculty members do not begin their careers with advanced teaching skills, but they become more effective as they gain experience, as they have more time to develop effective teaching strategies, as they build content knowledge, and as they learn to be more effective mentors. Particularly in the early stages of their careers, community faculty members should be expected to take

seriously the constructive feedback from their chairs/department heads, peers, and students/residents.

Promotion requires evidence of performance in teaching, appropriate to rank and discipline. For a faculty member to excel in this area, he or she should be able to guide and inspire students and other learners, and maintain scholarship through breadth and depth of knowledge. A high level of performance appropriate to one's rank and experience will reflect depth of knowledge and demonstrations of ongoing effort and continuing steps toward improvement.

- Student Performance. Objective measures, particularly external, of student progress in the courses in which the candidate teaches provide evidence of teaching achievement.
- Systematic and Standardized Student/Resident Evaluation of Instruction. Student/resident/fellow evaluation of teaching encompasses classroom/laboratory teaching assessment and clinical teaching assessment. Standard School of Medicine assessment programs/materials will be used and qualitative information compared to departmental norms.
- Review of Instruction. Evaluation of teaching is conducted within departments and/or the Office of Medical Education and encompasses assessment of classroom, laboratory and clinical teaching. School of Medicine assessment materials indicating student evaluations of faculty teaching performance are reviewed by the Associate Deans of Medical Education, Academic and Faculty Affairs, department chairs, program directors, course directors, and educational committees.
- Awards for Teaching Excellence. Awards received by the candidate for excellence in teaching provide other evidence of the candidate's teaching ability and effectiveness.
- Achievement in the School of Medicine Professional Development Program. Participation in the betterment of personal effective design and/or delivery of instruction through faculty development workshops, seminars, or orientations, whether within the School of Medicine curriculum or through other opportunities.
- Consistent evaluative effort. Submitting timely, complete, detailed, useful evaluations of student and resident performance to educational program directors. G. Letters. Letters from students, residents, clerkship or residency directors may be submitted to illustrate examples of a candidate's teaching effectiveness.

II. Achievement in Scholarship

Achievement in Scholarship may include publications, presentations at professional meetings and conferences, appointment to editorial boards of professional journals, and invited seminars.

III. Achievement in Service

Achievement in Service to the School of Medicine, University of Nevada, Reno, the community or professional organizations such as:

- Chair a School of Medicine committee or community based committee directly related to health care issues.
- Membership on a School of Medicine committee.
- Service as a mentor to medical students, residents, or fellows.

- Service as a mentor to faculty members.
- Representative of the department, program, or School of Medicine to outside agencies.
- Participation in the design or delivery of Continuing Medical Education programs. G. Appointment or election to offices in local, regional, and national medical societies or professional organizations.
- Service on national professional advisory boards.

IV. Achievement in Service to the School of Medicine, University of Nevada, Reno and Community

- Contributions to outreach, special events, exhibits, partnership with University of Nevada, Reno School of Medicine departments, the University, or the community.
- Effective leadership and recognition for series and/or programs.
- Contributions and recognition for education technology innovations.
- Annual attendance at School of Medicine events (e.g. Clinician's Ceremony, Hooding, State of the School, White Coat Ceremony).
- Letters/program materials from community organizations reflecting support, participation, and leadership of community activities.

V. Achievement in Patient Care and Related Clinical Activities

Achievement in Patient Care and Related Clinical Activities includes peer recognition in the community as a consultant or a primary provider. This may be demonstrated through letters from colleagues in the community, membership on advisory committees or consulting roles to national, state, or local professional organizations.

VI. Community Faculty Appointment and Promotion Committee

Promotion decisions are determined by the Community Faculty Appointment and Promotion Committee. The Committee meets bi-annually. Any exceptions to submissions will be addressed by this group.

The Community Faculty Appointment and Promotion Committee consists of six individuals. The Director of the Office for Community Faculty serves as the conveyor of the committee and is an ex-officio member. Committee membership is as follows: a representative of the Physician Assistant (PA) Studies program, a representative from the Speech Pathology and Audiology program, two community faculty members serving with the School of Medicine's medical student or resident programs, and a representative from the School of Medicine promotion and tenure committee.

VII. The Community Faculty Promotion Process

Community faculty members or academic chairs may request the promotion. A community faculty member may contact his/her primary academic department requesting promotion. The department chair will consider this request and forward the promotion materials with a cover letter of support to the Office for Community Faculty if deemed appropriate. The department chair may also initiate a “request for promotion” package on behalf of a community faculty member.

VIII. Community Faculty Promotion Materials

1. The community faculty member submits his/her up-to-date CV and, noting the community faculty appointment and other relevant information as well as a memo from the department chair explaining the promotion and any materials that provide evidence that warrant the promotion to assist the department chair in completing the memorandum (see appendix).
2. Recommendation for Promotion Memorandum completed by the department chair.
3. Both the memorandum and the CV will be reviewed by the Community Faculty Appointment and Promotion Committee.

Section 10: Community Faculty Policies

Teacher or learner behaviors which fall outside of these standards include, without limitation, abusive conduct and conduct that represents poor judgment, unprofessional behavior or mistreatment. The following are some examples of behaviors that fall outside of these standards.

1. University of Nevada, Reno University Administrative Manual

The University of Nevada, Reno Administrative Manual contains established policies of the university. It is intended to serve in defining, understanding and communicating university policies and procedures, identifying responsibilities, and providing guidelines in the performance of specific tasks.

http://www.unr.edu/administrative-manual

2. Community Faculty 90-Day Appointment Ending Policy

To ensure that our community faculty are current and approved to educate our students and residents, the University of Nevada, Reno School of Medicine requires all community faculty to maintain current application materials. Community Faculty who have materials that are more than 90 days expired will have their appointments ended and their benefits will no longer be active at that time.

3. Immediate Termination of Community Faculty

The immediate termination of a Community Faculty appointment may occur in the event of the loss of medical license, termination or suspension of medical staff privileges or a felony conviction.

4. University of Nevada, Reno Records Retention Policy

The University of Nevada, Reno complies with the NSHE Records Retention and Disposition Schedule effective July 1, 2016. All records will be maintained within the OCF for a period of seven years from the date of the fiscal year of employment.

http://www.unr.edu/administrative-manual/51-499-administrative-organization/university-records

5. Non-Involvement of Providers of Student Health Services in Student Assessment and Promotion

Last Revised: July 2017

Health professionals who provide health services, including psychiatric care and psychological counseling, to a medical student will not be involved in the academic assessment and promotion of the medical student receiving those services. In the case of a treatment relationship with a student, these health professionals may serve as faculty, and may provide large group/class teaching, but may not make evaluative decisions, including the completion of end of course/clerkship evaluations. They may not serve as clinical preceptors for a student for whom they have provided health service nor shall they participate in the activities of the Student Promotion and Conduct Committee (SPCC) for that student.

At the beginning of a small group session, each facilitator will be asked to review the students assigned to his or her group and alert the course director if reassignments are necessary.

In the event that a student is assigned to a health professional who has provided health services to that student, it is the responsibility of both the student and the health professional to seek out the appropriate change of

assignment. The student and/or health professional shall contact the director of the course/block/ clerkship/elective, the Associate Dean for Medical Education and/or the Associate Dean for Admissions and Student Affairs. The student assignment will be immediately changed.

In the event that a student seeks health services from a health professional who is a member of the School of Medicine faculty, that faculty will be prohibited from involvement in the academic assessment and promotion of the medical student. Urgent/emergent health services, where a delay in treatment could cause harm, should be provided to the student as appropriate, with transfer of care occurring as early as is clinically appropriate.

6. University of Nevada, Reno Anti-Discrimination and Sexual Harassment/Training Requirement

This policy is divided into four parts. Section A states the NSHE policy against discrimination. Section B states the NSHE policy against sexual harassment, sexual harassment training requirements, definitions and examples. Section C describes the remedies and interim measures that are available. Section D contains the complaint and investigation procedure for discrimination and sexual harassment complaints.

http://www.unr.edu/administrative-manual/500-1999-fiscal-and-business-affairs/affirmative-action/1911-policy-against-discrimination-and-sexual-harassment-complaint-procedure

All community faculty are required by the Nevada System of Higher Education (NSHE) and federal policy to take an anti-mistreatment and harassment training within the first year of their community faculty appointment. Because community faculty are considered "responsible" employees, meaning that they have actual and/or perceived authority to redress sexual misconduct, they are required to be trained on the University of Nevada, Reno (UNR) policy against sexual harassment and discrimination, their duty to report harassment and discrimination and the consequences for failing to report, the requirements to provide students/residents with information about available confidential resources for victim advocacy, counseling and other support services, their right to file a Title IX complaint, and the option of reporting to a law enforcement.

What does this requirement entail?

- Community faculty must complete UNR Title IX training within the first year of their appointment and thereafter, every two years.
- This requirement can be completed through an online module via UNR's LawRoom "Intersections: Preventing Harassment and Sexual Violence" or by attending an in-person training sponsored by the University of Nevada, Reno School of Medicine (UNR Med).
- Please note that workplace anti-sexual harassment and mistreatment trainings will not satisfy the UNR Title IX training requirement. Employers and entities that are not institutions of higher education generally direct their harassment and mistreatment training toward requirements under Title VII, which differ in some respects from the requirements under Title IX.

How can I satisfy this requirement?

- LawRoom – This is an online training module that takes approximately one to two hours to complete.
    - Once the NetID is active, LawRoom will email the community faculty member a unique link.
    - LawRoom will send emails to the community faculty member with increasing frequency throughout the first year until the training is completed.
    - This training can be started and stopped throughout the process, allowing each community faculty member to complete the training as their schedule allows.
- In Person Trainings
    - Annually, UNR Med holds in-person trainings entitled, "Mistreatment, Harassment, and the Ethical Issues Related to Teaching Learners". Please see the Community Faculty Newsletter for event details.
    - These trainings are scheduled in the evenings in two hour blocks.
    - CME ethics credit is available for those who attend.

Community faculty may complete the LawRoom online training OR attend an in- person training. They do not need to complete both.

7. Student Mistreatment Policy

Last Revised: 03/5/2019, Student Mistreatment Policy

Purpose and Background
Mistreatment of students may occur in many forms and can seriously impair the educational experience. This policy is intended to define inappropriate conduct in relationships with/and between students to ensure access to educational programs that prohibit student mistreatment. It also describes the mechanism through which students can report violations without fear of retaliation, as well as the process for reporting and sharing mistreatment information. For the purposes of this policy, community is defined as all sites where University of Nevada, Reno School of Medicine (UNR Med) students receive training.

Policy
UNR Med is committed to an environment of mutual respect that ensures access to educational programs that prohibit student mistreatment at all sites where UNR Med students receive training. All members of the medical school community are expected to maintain a positive learning environment in which students, faculty, staff and residents treat each other with respect. Members of the community, including institutional leaders, will not tolerate harassment, intimidation, exploitation and/or abuse. Retaliation against students reporting mistreatment is regarded as a form of mistreatment and will not be tolerated. Accusations that retaliation has occurred will be handled in the same manner as accusations concerning other forms of mistreatment. Malicious accusations - a complainant or witness found to have been dishonest or malicious in making allegations at any point during the investigation may be subject to disciplinary action. The Associate Dean for Admissions and Student Affairs is responsible for addressing all student mistreatment issues.

Examples of Mistreatment
Specific examples of mistreatment include, but are not limited to:

- Yelling at and/or verbally berating a student in public or private
- Actions reasonably interpreted as demeaning or humiliating in public or private
- Assigning duties as a means of punishing students instead of for educational benefits
- Unwarranted exclusion from learning opportunities
- Threats to fail, assign a lower grade or give a poor evaluation for non-academic reasons
- Requesting that students complete personal chores or errands
- Unwelcome or inappropriate comments or discrimination related to a student's physical appearance, age, gender, race, ethnicity or culture, sexual orientation, sexual identity, religion, disability or marital status
- Pushing, shoving. slapping, hitting, tripping, throwing objects or other forms of physical intimidation
- Sexual harassment per the NSHE Administrative Code. Title 4, Chapter 8, Section

Reporting Student Mistreatment:
Students may report mistreatment confidentially online or directly to any UNR Med faculty member or staff. All reports of mistreatment are reviewed by the Executive Associate Dean and Senior Associate Dean for Academic Affairs, the Associate Dean for Admissions and Student Affairs, the Associate Dean for Medical Education, and may include the Associate Dean for Diversity if the mistreatment claim includes bias or discrimination. Faculty, staff, residents and clinical affiliates may report student mistreatment using the same online portal or to the Chief Academic Officer at their facility.

Incident Reporting Form

Sharing Student Mistreatment Information:
Student mistreatment information will be shared in a bi-annual de-identified disclosure to UNR Med administrative leadership, curricular committees, department chairs and Chief Academic Officers for all affiliates. Individual incidents will be shared in one or more of the following ways, depending on the nature of the incident and the impact on future contact with students.

- Resident Involvement: The department chair, designated institution official (DIO), and program director.
- UNR Med faculty involvement: The dean, department chair, UNR Med legal, program directors, block directors and/or clerkship directors.
- Hospital-employed faculty or staff involvement: The Chief Academic Officer and UNR Med department chair. Program directors, block directors and/or clerkship directors may also be notified.
- Community Faculty: The course director and clinical chair are notified. The director of the Office for Community Faculty, program directors, block directors and/or clerkship directors may also be notified.

Promoting a Positive Learning Environment
The University of Nevada, Reno School of Medicine provides ongoing educational and developmental opportunities to promote a positive learning environment respectful of all individuals. The policy will be included in both student and resident handbooks and will be posted on the medical school website. The topic will be addressed annually throughout the medical school and will include resources for identification and prevention of mistreatment and abuse.

- **Residents:** The policy will be included in the resident handbook, and will be addressed at resident physician orientation sessions.
- **Faculty:** The policy will be distributed electronically by the Dean to Faculty Council and to all faculty members. The policy will be a part of all new and renewed adjunct appointments, including clinical and volunteer faculty.

Affiliated Institutional Staff: The policy will be included in all new and renewed affiliation agreements with clinical sites. A letter will be sent from the Associate Dean for Student Affairs to the Chief Executive Officer at affiliated institutions requesting distribution of the policy to all staff interacting with medical school students. The Office of Admissions and Student Affairs will be available for presentations on the topic to various group.

8. Pharmaceutical Representatives

Last Revised 8/17/07, Pharmaceutical Representatives

Purpose

This policy establishes guidelines for the interaction of Pharmaceutical Representatives with medical students. There is national concern regarding that commercial entities such as pharmaceutical companies exert influence over physicians prescribing practices by offering favors or gifts to physicians. This policy aims to provide an environment where students can learn about pharmaceuticals in a scientific and unbiased fashion.

It is the policy at UNR Med that:

1. Solicitation or provision of gifts to students by pharmaceutical representatives are prohibited
2. The distribution of promotional items is to be confined to the office of Medical Education or the clinical department clerkship directors' offices, and not provided directly to students at any time.
3. Lunch meals at resident educational meetings that students may attend will not be provided by pharmaceutical companies; drug companies' representatives will not interact with students at these meetings, except as provided below.

   At the direction of the Graduate Medical program, lunch time meetings that involve pharmaceutical companies may be organized to include presentations in a "roundtable" or open discussion forum where drug company representatives may participate. These educational venues must include a company sponsored speaker, and would be disease or illness based. At least two drug representatives of different companies must attend, and provision for their participation in discussion with residents would be at the discretion of the program. In this setting, companies may fund, as a restricted grant for support of the speaker and meals, through the Educational Fund of the program.

4. Where permitted by pharmaceutical company rules, educational grants of a restricted or unrestricted type may be provided by the companies to the Office of Medical Education for educational programs. The program will acknowledge these grants at the venue where the funds are directed. All education offerings, selection of participants and use of funds for educational events for students is at the discretion of the Office of Medical Education.

9. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

All Family Educational Rights and Privacy Act (FERPA) rights are to be respected when working with UNR Med learners.

Educators should:

- Not disclose information in educational records without a student's written consent.
    - Exceptions: Educators may release information without written consent to:

        - School officials determined by the institution to have a legitimate educational interest
        - Accrediting organizations carrying out their accrediting functions
        - Persons in an emergency
        - Other exceptions that should be referred to Admissions and Records
- Note a learner's right to inspect and review educational records, his/her right to seek to amend those educational records, and the right to have some control over the disclosure of information from education records.
- Provide students with access to their educational records
    - Directory Information
        - We may release, without written consent, directory information under certain conditions.
        - In general, it is recommended that instructors do not release directory information to ANY third party, but refer any requests for directory information to UNR Med's Office of Admissions and Student Affairs.
    - Non-Directory Information
        - A student's written permission is required to release non-directory information to a third party unless the release is justified under one of the exceptions (mentioned above).
- Prevent improper disclosure of personally identifiable information
- Maintain adequate records of files, requests, and disclosures
    - Store student files in a secure location, preferably in a locked filing cabinet in a secure room.
    - Don't dispose of degree audits, transcripts, grade, unclaimed papers or exams, etc. in a trash can. Any document with personally identifiable information on it needs to be shredded.

10. University of Nevada, Reno Email Usage Policy

Both the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) have privacy and security requirements to protect confidential student and patient information. Unless you work with an employer which has confirmed to UNR Med that it provides encrypted email for secure communications (i.e. rwest@renown.org), you should use your UNR Med email address when working with UNR Med learners.

APPENDIX

Faculty Resources

I. University of Nevada, Reno
Visit the University of Nevada, Reno website for information on colleges and schools, athletics, research and more.

https://www.unr.edu

II. University of Nevada, Reno School of Medicine
The UNR School of Medicine website provides the all the latest information and event updates in addition to valuable background on the history of the School.

https://med.unr.edu

III. University of Nevada, Reno Office for Community Faculty
Community Faculty are one of the most important assets of the University of Nevada, Reno School of Medicine. The Office for Community Faculty builds relationships between community faculty and the University of Nevada, Reno School of Medicine to promote the advancement of medical education.

https://med.unr.edu/ocf

IV. University of Nevada, Reno, Information Technology (IT) Department
The Information Technology department has a list of resources to provide access to University tools including email addresses and NetID assistance.

http://www.unr.edu/it/facstaff

V. University Nevada, Reno, WolfCard Office
This link provides the information needed to obtain and maximize the benefits of the Faulty Identification Card (WolfCard).

https://www.unr.edu/wolfcard/about

VI. Lynda.com Online Training Modules
A community faculty benefit that promotes professional development and lifelong learning is a membership to Lynda.com online training modules. Lynda.com helps anyone learn software, creative, and business skills to achieve personal and professional goals. Members receive unlimited access to a vast subscription library of high quality, current, and engaging video tutorials taught by great teachers who are also working professionals.

https://www.lynda.com

Community Faculty Promotion Memorandum

RECOMMENDATION FOR PROMOTION MEMORANDUM

Name: **Department:**

Current Title: **Requested Promotion (updated title):**

Community Faculty Appointment Start Date: **Community Faculty Appointment End Date:**

Promotion Justification. Please check the appropriate box(es) as to where the promotion criteria is met and provide a one sentence explanation. Examples are included below. Please attach the Department Chair's letter of support.

From Assistant to Associate Professor

☐ National or Regional Stature

- Leadership roles, impact on specialty area/research

☐ Leadership in Relevant Professional Organizations

- Committee leadership in local/regional/national associations

☐ Documented Substantive Participation in Institutional Missions and Service to UNR Med

- Cumulative number of learners/courses taught
- Service/leadership to UNR Med education, governance, oversight committees
- Products of committee activity with description of role/contributions
- Consistency in communication/response time with UNR Med; completion of learner evaluations

☐ Illustrated Teaching Effectiveness

- Positive evaluations from learners
- Teaching awards/nominations, letters of teaching support from peer, clerkship directors, etc.

☐ Achievement in Scholarly Work, Professional Development, or Service

- Descriptions of learner projects, publication/recognition of learner projects
- Ability to engage in research – grant applications, statements from mentors
- Participation in professional development workshops/activities
- Peer-reviewed and non-peer reviewed clinical and educational publications
- Outreach and engagement activities that support the School of Medicine (i.e. SOC involvement, etc.)

From Associate Professor to Professor

- ☐ National or International Stature
    - Committee leadership in local/regional/national associations

- ☐ Significant Impact in Specific Field and/or in the Community
    - Leadership roles, assignments as reviewers, assignments as chair of professional meetings
    - Letters from community health care leaders

- ☐ Recognition as a Leader in Relevant Professional Organizations
    - Relevant awards, letters from peers

- ☐ Illustrated Teaching Effectiveness
    - Positive evaluations from learners of differing levels
    - Relevant teaching awards
    - Teaching awards/nominations, letters of teaching support from peers, clerkship directors, etc.
    - Consistency in communication/response time with UNR Med; completion of learner evaluations

- ☐ Achievement in Scholarly Work, Professional Development, or Service
    - Descriptions of learner projects, publication/recognition of learner projects
    - Grant activity for research/scholarship/engagement
    - Participation in professional development workshops/activities
    - Peer-reviewed and non-peer reviewed clinical and educational publications
    - Outreach and engagement activities that support the School of Medicine (i.e. SOC involvement, etc.)

From Instructor to Assistant Professor

- ☐ Local or Regional Recognition
    - Participation in the health care community – letters from peers
- ☐ Participation in Relevant Professional Organizations
    - Involvement in local/regional/national associations
- ☐ Contributions to Institutional Mission and Service to UNR Med
    - Participation on UNR Med education, governance, oversight committees
    - Consistency in communication/response time with UNR Med; completion of learner evaluations

☐ Board Certified/Eligible

☐ Illustrated Teaching Effectiveness

- Positive evaluations from learners
- Advising and mentoring

APPROVAL

Department Chair: **Date:**

Appointment and Promotion Committee Chair: **Date:**

Dean: **Date:**

OCF Review

Contact Us

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School of Medicine
Office for Community Faculty

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