

## Appendix B

### Handbook Provisions related to the School of Pharmacy

The faculty and dean of the school may adopt supplemental provisions from time to time.

#### I. Organization of the Institute

##### C. SoP Advisory Councils and Boards

The Board of Advisors and Practitioner Network Council (PNC) for SoP are described in the School of Pharmacy Bylaws.

#### II. Faculty Governance and Organization

Faculty governance and organization for SoP is described in the School of Pharmacy Bylaws.

#### III. Appointments, Contract Renewal and Promotion

##### B. SoP Supplementary Promotion and Renewal Policies and Procedures

###### 2.1 Initiation of Review

Candidates will submit a letter of intent to apply for renewal and promotion or renewal alone to the Dean or Department Chair and Chair of the Faculty Promotion and Renewal Committee (FPRC) to initiate the review process as described in Section 4.2.1 of the Faculty Handbook.

###### 2.2 Faculty Promotion and Renewal Committee Subcommittee Composition

The SoP Promotion and Renewal Committee subcommittee shall consist of 2 SoP faculty members with one member coming from each department and each at the rank of Associate Professor or higher and 1 SALS faculty member at the rank of Associate Professor or higher. This subcommittee will be assigned by the FPRC Chair.

*Participating Members of the FPRC.* Committee members will be excluded from the evaluation process if they are at a lower academic rank than the academic rank for which renewal or promotion is being reviewed.

For third-year mid-term evaluations, the subcommittee will consist of all SoP members and only the subcommittee chair needs to be at or above the level of the renewal or potential promotion. The subcommittee will provide a written recommendation regarding continuation to the Dean.

### 3.1 Dossier Contents

The dossier must include items listed in the Handbook Section B.4 and should include relevant items listed in Appendix B Section 2.4. Faculty members being evaluated for mid-term review or for renewal or promotion shall include the annual performance reviews by the Dean or Department Chair in the dossier.

## **4. Evaluation Policy and Procedures: Promotion and/or Contract Renewal in the Sixth Year of Appointment**

### *4.2.2 PRC Responsibilities*

#### e) Letter from Dean or Department Chair

The PRC committee will solicit a letter of recommendation from the Department Chair. The PRC committee shall send out an email to faculty listing the names of faculty who have applied for promotion and/or contract renewal. Faculty who wish to comment on the promotion or renewal of a faculty, are encouraged to submit a letter to the PRC committee prior to dossier consideration.

### *4.2.3 Dean's Responsibilities*

#### a) SoP procedure for general faculty participation

There will be no faculty vote on the committee's decision and the PRC committee's recommendation will be submitted directly to the Dean.

## **C. SoP Criteria for Initial Appointment, Promotion and Renewal**

### **1. Criteria by Title for Initial Appointment or Promotion**

Contributions of the candidate in the areas of Teaching, Service and Scholarly Activity serve as the basis for initial appointment and for evaluation for promotion.

#### **1.1 Initial appointment at the assistant professor level and promotion to assistant professor from instructor.**

A candidate applying for contract renewal and promotion to the level of assistant professor or appointment at the assistant professor level must meet or exceed Level I (competency) in all three areas of teaching, scholarship and service.

#### **1.2 Initial appointment at the associate professor level and promotion to associate professor.**

A candidate applying for contract renewal and promotion to the level of associate professor or appointment at the associate professor level must meet or exceed Level II (good) in any two of the three areas of teaching, scholarship and service and meet or exceed Level I (competency) in the remaining area.

#### **1.3 Initial appointment at the full professor level and promotion to full professor.**

A candidate applying for contract renewal and promotion to the level of full professor or appointment at the full professor level must meet or exceed Level III (excellence) in any one of the three areas of teaching, scholarship and service and meet or exceed Level II (good) in the remaining two areas.

## 2 Initial appointment and renewal in the titles included in Section III.H.

### 2.1 Application and appointment procedures, privileges, and criteria for determination of rank and annual review Adjunct Clinical Faculty.

#### 2.1.1 Policy. The School of Pharmacy may appoint faculty to the Adjunct Clinical Faculty Track.

- a) An adjunct clinical faculty appointment is intended for individuals who may contribute to the KGI SoP mission but who are not employed by the SoP.
- b) Adjunct Clinical faculty can be appointed in the following school-approved ranks:
  - Adjunct Clinical Professor: Offered to a candidate who has had a prior appointment at the rank of professor at another institute or has made excellent contributions to the profession.
  - Adjunct Clinical Associate Professor: Offered to a candidate who has had a prior appointment at the rank of associate professor at another institute or has made significant contributions to the profession.
  - Adjunct Clinical Assistant Professor: Generally offered as an initial appointment to a candidate who is a pharmacist or other healthcare professional with advanced training ( i.e. residency or fellowship training) or equivalent practice experience who has never held a faculty rank. Candidate should have at least one year of practice experience.
- c) All adjunct clinical faculty are appointed by the Dean of the School of Pharmacy upon recommendation of an academic department chair. Adjunct appointments are typically for a three-year period.
- d) All adjunct clinical faculty will receive an appointment letter which outlines the nature of their contribution to the SoP, they should have one year of professional experience before being considered for Adjunct faculty status.

#### 2.1.2 Appointment Procedures Initial appointments can be made at any time in the calendar year and will be for a period of three years based on the Institute's fiscal calendar. Initial appointments will be made based on the qualifications of the individual. The individual's qualifications include educational background, professional and teaching experience, and professional achievements.

- a) To be considered for an appointment, the individual must:
  - complete an application,
  - supply a resume or curriculum vitae

- where relevant, confirm their standing with licensing boards and provide practice site
  - provide evidence of teaching experience
  - provide evidence of scholarly activity
  - provide evidence of professional involvement
- b) Application materials will be reviewed by a School committee. The three member School committee is appointed by the department chair. The committee will submit a written recommendation to the department chair. Based on the committee's recommendation, the chair will then forward a recommendation to the Dean for approval. Records for all appointments are maintained in the Dean's Office.

2.1.3 Re-appointment Procedures To be considered for re-appointment, the individual must supply a revised resume or curriculum vitae, confirm their standing with relevant licensing boards and provide practice site and other requested information. An adjunct faculty seeking promotion should submit a letter requesting promotion with the other re-appointment materials

Collected re-appointment materials will be presented to the School committee for recommendation for re-appointment.

Current adjunct clinical faculty will in normal circumstances, be re-appointed for a three-year period.

2.1.4 Guidelines for Appointment and Rank Criteria An adjunct clinical faculty should support the mission of the school by serving as a preceptor and/or teaching required or elective courses within the curriculum.

- a) Requirements for appointment are:
- Preceptor candidates must maintain a model practice to train pharmacy students and residents in a contemporary pharmacy practice setting and must be willing to precept at least three students per year for KGI.
  - Candidates who will teach in the curriculum will provide evidence of experience and demonstrate the necessary knowledge and skills of practice or research.
  - Membership in at least one professional organization.
- b) In addition to the previous criteria, a candidate for:
- Adjunct clinical assistant professor must demonstrate evidence of competency in at least one of the following areas.
  - Adjunct clinical associate professor must demonstrate evidence of competency in at least two of the following areas.
  - Adjunct clinical professor must demonstrate evidence of competency in at least three of the following areas.
1. Service to the Profession or Community:
    - a. Committee work or leadership role in a pharmacy organization
    - b. Committee work or leadership role in a community organization

- c. Service to the community through significant involvement in healthcare or voluntary organization
- 2. Scholarly activity:
  - a. Publications in the health profession or scientific literature
  - b. Reviews in the health profession or scientific literature
  - c. Participation in or direction of research
- 3. Service to the School:
  - a. Teaching didactic lectures
  - b. Serving on committees
  - c. Receiving special teaching recognitions
  - d. Mentoring residents with research, service projects, or seminars
  - e. Mentoring pharmacy students with grand rounds presentation
  - f. Developing innovations in teaching
- 4. Previous faculty appointment at another institution.
- 5. Advanced training in the pharmacy profession.

## **2. Criteria for Contract Renewal**

The decision to renew a contract requires a finding that the faculty member has performed productively and made contributions in the areas of Teaching, Service and Scholarship. The annual activity reports of the faculty member (including the evaluation by the Dean or Department Chair) will be the primary consideration for evaluation of contract renewal.

### **2.1 Contract renewal at assistant professor level**

Typically, contract renewal at the assistant professor level requires a finding that the candidate meets or exceeds Level II (good) in any one of the three areas of teaching, scholarship and service and meets or exceeds Level I (competency) in the remaining two areas.

### **2.2 Contract renewal at associate or full professor level**

Typically, contract renewal at the associate or full professor level requires a finding that the candidate meets or exceeds Level II (good) in any two of the three areas of teaching, scholarship and service and meets or exceeds Level I (competency) in the remaining area.

### **2.3 Contract renewal for faculty with administrative appointments**

Typically, contract renewal for faculty with administrative appointments will require a finding that the faculty member has played a key leadership role in the continued development of the school and made contributions in the areas of Teaching, Service and Scholarship.

### **2.4 Contract renewal for faculty with titles included in Section III.H.**

Provisions for contract renewal for those holding titles included in Section III.H. are defined in that section.

A high degree of collegial, innovative participation in the development of the school and KGI is considered essential for contract renewal at all levels.

### 3. Guidelines for Levels I, II and III in Teaching, Scholarship and Service

Criteria listed under each of the levels are for guidance purposes only and should not be read as absolutes. Other criteria or activities may also be used to document achievement of the levels in teaching, scholarship and service.

#### 3.1 Teaching

Level I. (Competency) The candidate who is performing at Level I should have received competent classroom, lab, and/or pharmacy practice site teaching evaluations (as determined by a holistic evaluation of the students, peers and Department Chair evaluations). The candidate's evaluations over time should reflect efforts to improve in their areas of weakness. A candidate performing at Level I should be providing organized and up-to-date materials to students. Candidates at Level I should be developing active learning exercises and exam questions that both stimulate and challenge students. A candidate performing at Level I should have been involved in teaching multiple courses or coordinating a few courses over a sustained period of time.

Level II. (Good) The candidate who is performing at Level II should have received good classroom, lab, or pharmacy practice site teaching evaluations (as determined by a holistic evaluation of the students, peers and Department Chair evaluations). The candidate's evaluations over time should reflect efforts to improve in their areas of weakness. A candidate performing at Level II would have attended institutional, regional, or national presentations/workshops to improve teaching effectiveness. Candidates performing at Level II might have offered presentations or workshops in teaching at the institutional level. A candidate performing at Level II should be providing organized and up-to-date materials to students. Candidates at Level II should be developing active learning exercises and exam questions that both stimulate and challenge students. Candidates performing at Level II should have been involved in teaching or coordinating multiple courses over a sustained period of time. The candidate performing at Level II should have made attempts to develop innovative teaching methods or materials as well as shown serious involvement in course or curricular development.

Level III. (Excellence) The candidate who is performing at Level III should have received excellent classroom, lab, or pharmacy practice site teaching evaluations (as determined by a holistic evaluation of the students, peers and Department Chair evaluations). Any consistent evidence of weakness in the teaching evaluations will have been corrected by candidates performing at Level III. A candidate performing at Level III would have attended institutional, regional, or national presentations/workshops to improve teaching effectiveness. Candidates performing at Level III might have offered presentations or workshops in teaching at the institutional level. Candidates performing at Level III will often be active in the scholarship of teaching through

presentations at national meetings or publications in peer-reviewed journals. A candidate performing at Level III should be providing organized and up-to-date materials to students. Candidates at Level III should be developing active learning exercises and exam questions that both stimulate and challenge students. Candidates performing at Level III should have been involved in teaching and coordinating multiple courses over a sustained period of time. The candidate performing at Level III should have developed innovative teaching methods or materials as well as shown a long-standing or leadership role in course and curricular development.

### 3.2 Service

Level I. (Competency) A candidate performing at Level I would have accepted and contributed to a variety of assignments at the School level. The candidate performing at Level I would also be engaged in meaningful service to his or her professional field, or at their practice site, if applicable.

Level II. (Good) A candidate performing at Level II would have made contributions to the School and/or Institution by participating in multiple service activities. In addition, candidates performing at Level II would also have provided service to his or her professional field, or their pharmacy practice site, if applicable. A significant or leadership role in a service capacity either internal or external to KGI should be demonstrated to achieve level II.

Level III. (Excellence) A candidate performing at Level III would have assumed significant multiple leadership roles at the School or Institutional levels. Externally, candidates performing at Level III would have made significant contributions to the profession or their practice site, if applicable through a number of activities. Achieving level III is consistent with leadership, development and implementation of concepts needed for the cause as well as demonstrated dedication to the service activity.

### 3.3 Scholarship

Level I. (Competency) A candidate performing at Level I in scholarship would have earned a terminal degree in their discipline and show promise in the areas of scholarship as evidenced by reviewed scholarly publications, presentations at local, regional and national meetings, and other scholarly activities.

Level II. (Good) A candidate performing at Level II in scholarship would have established a national reputation as a scholar in their field of expertise through several peer reviewed scholarly publications, presentations at regional and national meetings, grant applications and other scholarly activities. Additional evidence of scholarly contribution at this level should include evidence of citations of the candidates work and other activities such as reviewing articles for professional journals or serving in professional organizations. Cumulative contributions of the candidate over their career should support Level II achievement and activity over the last five years should demonstrate continued contributions at this Level.

Level III. (Excellence) A candidate performing at Level III in scholarship would have established an international reputation as a scholar in their field of expertise through numerous peer reviewed scholarly publications, presentations at national or international meetings, grant applications and other scholarly activities. Additional evidence of scholarly contribution at this level should include evidence of a significant level of citations of the candidates work, invited presentations at universities or professional meetings and other activities such as reviewing articles for professional journals or serving as editorial board member for professional journals or funding agencies. Cumulative contributions of the candidate over their career should support Level III achievement and activity over the last five years should demonstrate continued contributions at this Level.

#### **4. Documentation for Review**

##### **4.1 Teaching.**

Teaching communicates knowledge to students and develops within each student the desire and skills necessary to continue learning. Teaching includes the ability of an instructor to express themselves clearly and concisely; the ability to make each learning activity an exciting, engaging, and enriching experience; and the ability to appreciate and respect each student and their viewpoints. The SOP distinguishes between routine classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching refers to both classroom teaching and instruction in non-classroom settings such as laboratory courses, advanced practice settings, and mentorship. Teaching also includes the development of innovative instructional methods and the pursuit of scholarship in teaching through publications and presentations encompassing instructional techniques or curriculum development. Evidence of teaching effectiveness can be provided through:

4.1.1 List of course participation includes but is not limited to:

- a) Course coordinator or facilitator
- b) Contributing lecturer
- c) Small group/recitation facilitator
- d) Preceptor for IPPEs, and/or APPEs
- e) Teaching activities in clinical, laboratory, or other non-classroom settings
- f) Serves as a mentor to junior staff (including faculty and adjunct faculty, post-doctoral research fellows, clinical residents/fellows)

4.1.2 Student teaching evaluations include but not limited to:

- a) Course evaluations
- b) Precepting laboratory, IPPEs, or APPEs
- c) Supervising student research projects
- d) Mentor for student academic activity

4.1.3 Peer teaching evaluations



4.1.4 Department Chair teaching evaluations

4.1.5 Letters from peers or former students attesting to the candidate's instructional performance

4.1.6 List of seminars, activities or workshops attended to improve teaching

4.1.7 Development or significant revision of programs and courses include but not limited to:

- a) New courses
- b) Significant revision to existing courses
- c) Development (and assessment, if possible) of innovative teaching methods and materials, and/or instructional techniques that improve student engagement and learning
- d) Collaborative work on interdisciplinary courses, programs, and curricula within the University

4.1.8 Evidence of teaching effectiveness in clinical, laboratory or other non-classroom settings

4.1.9 Honors, awards, or special recognitions for teaching accomplishments

4.1.10 List of publications and presentations in the area of teaching

4.1.11 Grants related to instruction

4.1.12 List of committee assignments, professional service, presentations, or workshops conducted in the area of teaching and learning

4.1.13 Statement of teaching philosophy

4.1.14 Appendix containing sample teaching evaluations, sample course materials, sample innovative instructional materials or publications, and presentations in the area of teaching and learning

4.1.15 Other teaching related activities not listed above

## 4.2 Service.

Service includes contributions of the faculty member to the School of Pharmacy and KGI, as well as disciplines and societies within the profession. In addition, service includes promoting the mission and goals of the School of Pharmacy and KGI through work conducted in committees, organizations, or communities affiliated with or on behalf of the School of Pharmacy and/or KGI. Service is commensurate with honesty, integrity and sincerity in conducting relations with constituents, providing effective academic counseling and guidance to students, and providing high quality clinical patient care at affiliated healthcare institutions (if applicable). Service to the profession includes activities such as committee assignments and offices held for professional associations and learned societies; development and organization of professional conferences; editorships and review of manuscripts; and

review of grant applications. Service also includes meaningful contributions to the local community. Evidence of contribution to service can be provided through:

- 4.2.1 A list of committee assignments at the School of Pharmacy and KGI
  - 4.2.2 A list of committees chaired at the School of Pharmacy and KGI
  - 4.2.3 Documentation of contributions to each of the committees
  - 4.2.4 Documentation of service as a faculty advisor or mentor to student groups
  - 4.2.5 List of awards, honors or commendations for service
  - 4.2.6 Documentation of participation in the admission process by helping in the interviewing of applicants to the SOP
  - 4.2.7 Performance of administrative (e.g. Director of Inter-professional Education) or other special service (e.g. accreditation activities) to the Department, School or KGI
  - 4.2.8 List of leadership roles in professional organizations
  - 4.2.9 List of service activities at professional organizations including helping organize conferences, participating in a task-force or serving as a reviewer of abstracts or publications
  - 4.2.10 Documentation of service at the healthcare practice site
  - 4.2.11 List of volunteer outreach clinical activities
  - 4.2.12 Providing continuing education programs
  - 4.2.13 List of participation or leadership in service activities to benefit the community
  - 4.2.14 Other service related activities not listed above
- 4.3 **Scholarship.** Scholarship is the creation and communication of new knowledge. Scholarship takes many forms and the SOP recognizes scholarship in the categories outlined by Boyer:
- Discovery of knowledge
  - Integration of knowledge
  - Application of knowledge
  - Transformation of knowledge through teaching

Scholarship in diverse fields of study such as pharmaceutical and biomedical sciences, social and administrative sciences, pharmacy practice and teaching and learning will be considered for promotion. Evidence of accomplishment and competence in scholarship can be provided through:

- 4.3.1 Research articles in peer reviewed journals (additional evidence may include citations of the articles or impact factors of the journals)
- 4.3.2 Review articles in peer reviewed journals

- 4.3.3 Presentations at professional meetings (indicate whether peer reviewed, not reviewed, etc.)
- 4.3.4 Other scholarly work in professional publications
- 4.3.5 Research proposals to, grant applications to or receipt of funding from intramural, extramural, private or public agencies or boards
- 4.3.6 Research contracts or professional consultancy
- 4.3.7 Serving as a peer reviewer for journals or study sections
- 4.3.8 Serving as a supervisor of research or scholarly projects of students
- 4.3.9 Awards or honors for scholarship
- 4.3.10 Invitations to speak at Universities or professional meetings
- 4.3.11 Other scholarship related activities not listed above

## **D. Annual Performance Reviews and Salary Adjustments**

### **2. School Procedures**

On an annual basis, the SoP will schedule student, peer, and chair evaluations. The process and evaluation tools are included in the SoP Assessment Plan. These materials will be used in both annual, and promotion and renewal reviews.

## **IV. SoP Faculty Search Policy and Process**

Provisions for faculty search policy and process are included in Section IV. In the SoP, faculty input is collected using candidate evaluation forms. Evaluations from all faculty, staff and students who get a chance to interview a faculty candidate shall be collected by the search committee. The search committee shall meet to discuss the evaluations and recommendation letters received for each of the candidates interviewed for the position and make a hiring recommendation to the Dean.

## **V. SoP Research Supplements Policy**

The SoP Dean may supplement an individual faculty member's RDA in exceptional cases as a reward or stimulus to augment their research efforts.

## **VI. SoP Grading Policy**

Students will receive credit for each assessment block, term-long course, and pharmacy practice experience. Credit will be assigned based on hours spent in class, in lab, or in the practice experience. Students receive one credit hour for every 15 hours spent in a didactic classroom setting, and one credit hour for every 40 hours spent in an experiential setting. Three laboratory hours are equivalent to one didactic classroom credit.

### **Grading System:**

The KGI SoP uses the grading system below to determine a student's level of mastery. Quality points will be used to calculate a grade point average (GPA) for purposes of assigning scholarships, class ranking, and honors at graduation. Introductory Pharmacy Practice

Experiences (IPPEs) are not counted in the GPA calculation. The Institute is on a 4 point grading system. The following grade notations are used in calculating the GPA, which is the quotient of the total quality points divided by the total hours attempted.

Grade	Numerical Score	Quality Points
A	93 to 100	4.0
A-	90 to 92	3.7
B+	87 to 89	3.3
B	83 to 86	3.0
B-	80 to 82	2.7
C+	77 to 79	2.3
C	70 to 76	2.0
F	< 70	0

*Final percentages ending in the decimal 0.45 or higher will be rounded up. Numbers ending in 0.44 or lower will be rounded down. There will be no exceptions to this policy.*

## SoP Supplementary policies

### 1. Teaching load

1.1 All full-time, part-time, and adjunct faculty regardless of rank or years of service are expected to make contributions in the areas of teaching, scholarship and service. Responsibilities of full-time faculty are determined in conjunction with their department chair as part of their annual evaluation and professional development plan. Responsibilities of part-time or adjunct faculty are defined in the appointment letter and articulated by their department chair. All members of the faculty report to their department chair and Dean of the SOP. KGI supports the right of faculty to academic freedom as defined in the Handbook and expects that faculty abide by the principles of collegiality.

### 1.2 Teaching

Teaching at KGI SOP is defined as didactic and experiential instruction of students, including clinical and research laboratory training. Teaching occurs in a broad variety of instructional settings at KGI, including small and large classrooms, laboratories, clinical settings as part of experiential training, and learning through technology in a flipped classroom setting. Faculty members are expected to stay current in effective teaching and learning strategies and to adopt best practices for engaging and inspiring students to learn, think critically, inspire curiosity and develop habits that will translate into life-long learning strategies. Where appropriate, faculty are expected to incorporate active learning into their teaching to facilitate complex and advanced learning, facilitate dissemination of course materials and maintain open and interactive communication with students both in and out of the classroom.

#### A. Teaching Assignments and Teaching Loads

The department chair is responsible for assigning faculty to teach specific courses offered by the department. Faculty may be assigned to teach required or elective didactic courses, laboratories, serve as a supervisor for independent research or serve as a preceptor for experiential education. Specific faculty teaching loads may vary between departments. Assignment of a faculty member's teaching load may take into account the following factors: number of courses taught, role in courses taught (coordinator, instructor), number of credit hours taught, number of students in the course (in the case of electives), number of lab/recitation sessions taught, types of teaching methods employed, new course development, research activities, clinical practice or service obligations. In general a full time faculty member in the KGI SOP will teach between 6 and 9 didactic credits throughout the academic year and clinical faculty are expected to have 12 APPE students per year. Faculty having an active and prosperous research program or have more than the required number of APPE (12) students throughout the academic year may have their teaching commitment adjusted. The department chair has the authority to make adjustments in teaching loads within his or her academic department on an individual basis.

## **B. Teaching Quality**

A number of factors contribute to the quality of a faculty member's teaching activities and are considered in the evaluation of faculty teaching. These factors include organization, preparedness, accuracy, appropriate and current content, enthusiasm for the subject, integration with other courses as appropriate, presentation skills, use of active learning practices, accessibility and interactions with students, clarity, consistency and fairness in grading policies, implementation of effective teaching methods, and effective collaboration with other faculty. Multiple assessment tools are used to assess faculty teaching, including student evaluations, peer observation and evaluation in a formative manner, and department chair observation and evaluation in both formative and summative areas.

## **C. Course Coordinators and Course Instructors**

Faculty may be assigned to contribute to didactic courses or laboratories as course coordinators or as course instructors. Course coordinators are responsible for preparing the course syllabus and supplemental course materials, coordinating faculty teaching activities in a team taught course, overseeing laboratories (for courses with a laboratory component), addressing general student questions and concerns related to the course, and maintaining grades and assignments. Course coordinators are expected to determine final grades. Course coordinators are responsible for assigning final course grades and submitting those grades to the Registrar's Office. Course coordinators are also responsible for selecting a course textbook when applicable. Course coordinators in charge of team taught courses will organize the involvement of team members in all aspects of the course development and implementation.

Course instructors are expected to work with the course coordinator in developing course materials in team taught courses. Course instructors are expected to attend scheduled classes where they are teaching, providing instruction, active learning, and student assessment consistent with the course description and syllabus. In the event of an illness or other circumstances which make it impossible for the faculty member to meet the scheduled class, the course coordinator should be notified immediately. In addition, the department chair must be informed of the situation. If it is necessary to cancel a class, the course coordinator is expected to inform students via standard communication methods specified for the course prior to the course meeting and disseminate plans for making up the missed material.

# SoP Faculty Bylaws

## 1 Guiding Principles

- 1.1 Supporting the KGI Mission
- 1.2 Supporting the KGI School of Pharmacy Mission and Goals
- 1.3 Overall Principles

## 2 Organization and Governance

- 2.1 Functions of the Faculty
- 2.2 Dean of the School of Pharmacy
- 2.3 Faculty Administrators of the School of Pharmacy
- 2.4 Executive Council of the School of Pharmacy
- 2.5 SoP Advisory Councils and Boards
- 2.6 Academic Departments

## 3 School of Pharmacy Faculty Meeting Membership and Voting

- 3.1 Defined
- 3.2 Voting Membership
- 3.3 Voice and Vote in Absentia
- 3.4 Non-Voting Membership

## 4 Faculty Meetings

- 4.1 Frequency
- 4.2 Quorum
- 4.3 Presiding Officer
- 4.4 Rules
- 4.5 Votes on Curriculum, Graduation Requirements, Program Changes
- 4.6 Secretary

## 5 Committees

- 5.1 Membership
- 5.2 Appointments
- 5.3 Absence of Chair
- 5.4 School of Pharmacy Committees
- 5.5 School of Pharmacy Committee Officers and Duties
- 5.6 Committee Chairs Council
- 5.7 Accreditation Oversight Committee
- 5.8 Admissions Committee
- 5.9 Curriculum Committee
- 5.10 Faculty Promotion and Renewal Committee
- 5.11 Faculty and Staff Development and Awards Committee
- 5.12 Interprofessional Education Committee
- 5.13 Library and Learning Resources Committee
- 5.14 Student Conduct Committee
- 5.15 Student Pharmacist Progression Committee

- 5.16 Program Assessment Committee
- 5.17 Student Scholarships, Awards, Honors, and Ceremonies Committee
- 5.18 Ad Hoc Committees
- 5.19 KGI School of Applied Life Sciences Committees
- 5.20 Members of KGI Committees

## **6 Delegates/Representatives**

- 6.1 Faculty Delegate and Alternate Delegate to the Council of Faculties, American Association of Colleges of Pharmacy (COF, AACP)
- 6.2 Administrative Delegate and Alternate Delegate to the Council of Deans, American Association of Colleges of Pharmacy (COD, AACP)
- 6.3 USP Delegate
- 6.4 Other Delegates

## **7 Amendments**

- 7.1 Proposed
- 7.2 Approval

## **8 Bylaws Interpretation**

## **9 Bylaws Modifications**



# SoP Faculty Bylaws

## 1 Guiding Principles

### 1.1 Supporting the KGI Mission

The Keck Graduate Institute (KGI) School of Pharmacy (SoP) is committed to supporting the Mission of KGI and functioning in full cooperation with the policies and procedures defined in the KGI student, faculty, staff and administrative handbooks.

### 1.2 Supporting the KGI SoP Mission and Goals

The KGI SoP is committed to supporting its Mission and Goals and the policies and procedures defined in the School's student, faculty staff and administrative handbooks.

### 1.3 Overall Principles

The KGI SoP is committed to supporting the highest principles of pharmaceutical education, research, service, and clinical development for the enhancement of our students, the expansion of knowledge, service to our patients and the pharmaceutical and biotech industries, and the promotion of patient-centered care.

## 2 Organization and Governance

### 2.1 Functions of the Faculty

The Faculty of the School of Pharmacy shall be responsible for the governance of its affairs including, but not restricted to, student policies, curricular matters, faculty promotion and renewal policies, recommendation for graduation and such operational policies as may be specified by the Bylaws.

### 2.2 Dean of the School of Pharmacy

The Dean of the School of Pharmacy is the chief administrative and academic officer responsible for all faculty and student activities and academic business directed to the successful completion of the role and mission of the School of Pharmacy.

### 2.3 Faculty Administrators of the School of Pharmacy

The Dean of the School of Pharmacy shall be assisted by other faculty members who have been appointed to administer specific responsibilities delegated to them by the Dean. Such additional officers shall include: (1) the Associate Dean for Academic Affairs (2) the Associate Dean for Assessment and Faculty Development, (3) the Associate Dean for Biotechnology Pharmacy Practice and Industry Relationships, (4) the Assistant Dean of Experiential Education, (5) the Assistant Deans/ Department Chairs, and (6) other program administrators who may be appointed as department vice chairs, chiefs of clinical services, directors or coordinators. Faculty officers are appointed by and serve at the discretion of the Dean.

### 2.4 Executive Council of the School of Pharmacy

The Executive Council consists of the Dean, Associate Deans, Assistant Dean of EE, Assistant Deans/Department Chairs, and any other members as the Dean may appoint. The chair of this committee shall be the Dean. The Executive Council provides the charges to each standing and ad hoc committee, serves to advise the Dean and foster communication within the School.

In fulfilling its responsibilities, the Council is charged to: Set school administrative and programmatic agenda with respect to mission, goals, vision, and strategic planning. Review and implement major policy decisions.

The Council may appoint Special Task Force groups, Advisory Groups, or Alumni, Consumer, or Patient based panels that assist in the work of the SoP.

## 2.5 SoP Advisory Councils and Boards

### A. SoP Board of Advisors

The KGI School of Pharmacy Board of Advisors represents pharmacy educators and the health care industry. The Board of Advisors provide input on current standards and emerging trends in practice and industry, act as a liaison between program development and actual practice, suggest ways to achieve stated goals and directions with external constituents, assist in identifying internship and employment opportunities, and give feedback on the effectiveness and success of activities related to program goals.

The Board of Advisors meets at least once per year. Members are nominated by the KGI administrators or SoP Faculty and staff. Members are approved by the Dean to serve a renewable three-year term.

### B. SoP Practitioner Network Council

The Practitioner Network Council (PNC) comprised of leaders in the areas of health systems, industry, government, and retail pharmacy was established to consult with the School concerning clinical experiential and non-traditional experiential education. The meetings and members of this council are under the oversight of the Assistant Dean for Experiential Education. The PNC will act as an advisory group to the School to assist in the recruitment and development of sites, to develop strategies to determine the value of sites and preceptors, to participate in experiential course and preceptor development, to participate in the accreditation process, and to provide feedback on improving quality.

The PNC meets multiple times per year. Members are nominated by SoP faculty and staff. Members are approved by the Dean to serve until they or the School terminate the relationship. Removal of a PNC member should be documented by a letter from the PNC member or the Dean.

## 2.6 Academic Departments

### A. Organization

The faculty of the School of Pharmacy shall be organized into (1) The Department of Biopharmaceutical Sciences, and (2) The Department of Clinical and Administrative Sciences. Additional departments, which may be created to meet future needs of the School, shall be formed and governed in accordance with these Bylaws for the two departments here named.

1. The Department of Biopharmaceutical Sciences shall be composed of all faculty holding an academic appointment in pharmacology, toxicology, pharmaceutical or medicinal chemistry, pharmaceuticals, pharmacogenomics, or similar and related basic pharmaceutical science disciplines.
2. The Department of Clinical and Administrative Sciences shall be composed of all faculty holding an academic appointment in clinical pharmacy, hospital pharmacy, community pharmacy, pharmacy practice, business, management, clinical skills, social and administrative sciences or similar and related practice disciplines.

#### B. Responsibilities

The chief administrative officer of each department is its Chair. Departmental Chairs are responsible to the Dean and also to their faculty for the conduct of fiscal, academic and personnel affairs within their department. They are responsible for providing leadership toward achievement of excellence in teaching, scholarship and service activities within their departments. Other, more specific responsibilities of the academic department chair shall include, but not be restricted to:

1. The recruitment and recommendation for academic appointment, of departmental faculty as directed by the Dean.
2. The assignment of teaching responsibilities to deliver the curriculum assigned to that department by the Dean.
3. Provide opportunity for and assist each member of the faculty in achieving optimal professional development in teaching, scholarship, and professional service. Conduct annual review of departmental faculty and staff as required by School policy, and make recommendations pertaining to salary adjustments and personnel actions to the Dean.
4. Formulate recommendations for academic promotion and the awarding of, or continuance of employment to Promotion and Renewal.
5. Manage and direct the acquisition and disposition of the departmental budget as directed by the Dean, and in accordance with Institute and School policies.

#### C. Division of Responsibility

A departmental chair may be assisted in their responsibilities by other faculty members appointed to serve as program directors, coordinators or in other specific administrative functions. Such appointments are through approval of the Dean.

#### D. Appointment of Chair

Departmental chairs are appointed by the Dean, ordinarily with the affirmative recommendation and support of the departmental faculty. In making this recommendation, the departmental faculty as a whole shall serve as a search committee, and will recommend a choice of candidates only upon an affirmative vote of a simple majority of the voting faculty members in the department. The search committee, as a whole, may be assisted in this process by a subcommittee of its members appointed by the Dean to screen and review candidates for the position.

### **3 School of Pharmacy Faculty Meeting Membership and Voting**

#### **3.1 Defined**

Membership shall consist of all individuals appointed to full-time, part-time, volunteer, research, clinical, preceptor, or other faculty positions within the SoP.

#### **3.2 Voting Membership**

All full-time members of the SoP faculty, defined as individuals whose appointments demand 75 percent or more of their time, have voting privileges, excluding those whose appointments are for one year or less. Voting privileges may be extended to part-time faculty. Those faculty members who hold at least a 50 percent appointment in the SoP and also have appointments in the School of Applied Life Sciences (SALS) or at one or more of the other Claremont Colleges also have voting privileges.

#### **3.3 Voice and Vote in Absentia**

Voting faculty may submit comments and votes on specific issues if they are unable to attend a scheduled faculty/ meeting. Non-voting faculty/ may submit comments on specific issues if they are unable to attend a scheduled faculty/staff meeting. Comments and votes must be submitted in writing to the Secretary of the faculty/ not less than one hour prior to the start of the meeting. E-mail submissions are acceptable. The Secretary will insure that all comments are read before the assembly and that all votes are included in the final tally.

#### **3.4 Non-Voting Membership**

Faculty that are funded through the SoP budget at less than 75% capacity are welcome to attend faculty meetings, as appropriate. They participate with voice but not vote.

### **4 Faculty Meetings**

#### **4.1 Frequency**

A minimum of two regular meetings shall be held in each academic semester (fall and spring semesters). Additional meetings of the faculty may be convened at the discretion of the Dean, and shall also be called upon receipt by the Dean, of a signed petition from five or more voting members of the faculty. Notice of such meetings must be announced no later than five working days after receipt of the petition.

#### 4.2 Quorum

A quorum shall consist of more than 50% of the voting membership of the faculty. A quorum of faculty is required for any vote to occur.

#### 4.3 Presiding Officer

The Dean of the SoP shall be the presiding officer. In the absence of the Dean or an inability to preside, the Associate Dean for Academic Affairs will preside.

#### 4.4 Rules

Robert's Rules of Order, the most current edition, shall prevail at all meetings. To suspend the rules requires a two-thirds (2/3) affirmative vote of all members present and voting.

#### 4.5 Votes on Curriculum, Graduation Requirements, Program Changes

A two-thirds (2/3) affirmative vote of all faculty members present and voting is required to implement significant changes in curriculum, graduation requirements, program, or other significant areas. Such changes may only be acted upon if a written proposal has been distributed to the Faculty not less than ten (10) days prior to the meeting. The Executive Council will determine whether issues are of such a significance to require adherence.

#### 4.6 Secretary

The Executive Assistant to the Dean will serve as Secretary and shall distribute notices of faculty meetings, publish the agenda, act as recorder of all faculty deliberations, and publish and distribute the proceedings of all meetings. Such meeting minutes will be made available to all faculty in a timely manner, i.e. within one week of the meeting.

The Executive Assistant to the Dean shall also maintain an accurate list of all faculty members by rank; including business address, phone, email, and other means of contact, and eligibility to vote. This list shall be distributed by not later than the first week of autumn semester. The Executive Assistant to the Dean shall provide all new faculty with a current copy of these Bylaws; updated copies will be provided in a timely manner to all faculty after the incorporation of approved changes.

### 5 Committees

#### 5.1 Membership

The SoP shall provide for membership in its Standing and Ad Hoc Committees and also on selected KGI committees and Claremont University Consortium committee.

#### 5.2 Appointments

Appointments to committees shall be made during the spring semester. Those appointed are expected to serve a two (2) year term through the end of the

following academic year or until such time as prescribed by the membership term of the committee.

### 5.3 Absence of Chair

In the Chair's absence or inability to serve, another individual will be designated as Chair by the Dean.

### 5.4 SoP Committees

Appointment to the SoP committees will be made from the names of faculty provided as a slate, prepared by the department chairs in counsel with the individual faculty, to the SoP Executive Council. This Council will appoint committee members. Committees shall be reconstituted annually with an attempt to allow all faculty opportunities to contribute significant service while preserving committee continuity. The committee may enlist the assistance of SoP staff for creation and distribution of minutes or other duties as needed to serve the needs of the committee.

### 5.5 SoP Committee Officers and Duties

Members of the SoP Committees shall, set meeting times and agendas in accord with general guidelines, and carry out committee business.

Reports of all committee meetings shall be distributed in a timely manner, i.e., within two week, to all committee members for review and approval. The approved minutes should be posted to the shared drive to allow access for all SoP faculty and staff. Attendance is expected at all committee meetings and roll is taken. The work of individual faculty/staff on committees is used in faculty/staff evaluation efforts. The Chair and committee members shall complete a committee evaluation tool according to established procedures.

### 5.6 Committee Chairs Council

The Committee Chairs Council shall consist of the Dean of the SoP; the Associate Dean for Academic Affairs; the Associate Dean for Assessment and Faculty Development; and all Standing Committee Chairs.

In fulfilling its responsibilities, the Council is charged to: Review committee charges and set agenda items; discuss handling of cross-committee items; implement policies adopted by school faculty/staff and KGI. Monitor strategic planning and ACPE Standards compliance.

### 5.7 Admissions Committee

The Admissions Committee shall consist of not less than five SoP faculty members; the Director of Admissions for the SoP; 1 admissions staff; a KGI SALS faculty member (appointed by the Dean of the SoP in consultation with the Dean of SALS); and a representative from clinical or pharmaceutical and biotech industry affiliates (appointed by the Dean). The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One Student member of each class will be appointed in September.

In fulfilling its responsibilities, the Committee is charged to: Review and evaluate applications, consider candidates for interviews, organize interviews, determine candidates acceptable for admission, supervise acceptance procedures, accumulate data on applicants and matriculates for suitability of prerequisite requirements and advise the Director of Admissions for the SoP. All faculty are expected to participate in admissions activities.

## 5.9 Curriculum Committee

The Curriculum Committee shall consist of up to three SoP faculty members from each department; the Associate Dean for Academic Affairs; a KGI SALS faculty member (appointed by the Dean of the SoP in consultation with the Dean of SALS); and representatives from clinical or pharmaceutical and biotech industry affiliates (appointed by the Dean). The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean. The Associate Dean for Academic Affairs will serve in an *ex officio* capacity.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One Student member of each class will be appointed in September of their first year.

In fulfilling its responsibilities, the Committee is charged with: Oversight and review of required and elective course work, course syllabi and syllabi templates, curricular mapping, outcomes, curricular policies and procedures, and leading evidence-based curricular changes.

The faculty and practitioners as deemed necessary to carry out the work of the Committee may be invited to meetings; they serve with voice, but not vote.

The Committee shall act, or may appoint a sub-committee to act, to coordinate, and review special issues related to curricular matters.

## 5.10 Faculty Promotion and Renewal Committee

The Faculty Promotion and Renewal Committee shall consist of 2 SoP faculty members from each department at the rank of Associate Professor or higher and a KGI SALS faculty member (appointed by the Dean of the SoP in consultation with the Dean of SALS)(total of five members). This Committee will be voted on by the faculty and the chair will be chosen by the Committee.

In fulfilling its responsibilities, the Committee is charged to: Develop, implement, and review faculty promotion and renewal policies, review faculty candidates for promotion or renewal, make recommendations to Dean.

Committee members cannot evaluate faculty above their own rank. A subset of this Committee will evaluate and provide a written account of the third year mid-term evaluation. A recommendation for promotion or renewal will be made to the Dean.

#### 5.11 Faculty and Staff Development and Awards Committee

The Faculty and Staff Development and Awards Committee shall consist of up to two SoP faculty members from each department; one staff member and the Associate Dean for Assessment and Faculty Development. The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean. The Associate Dean for Assessment and Faculty Development will serve in an *ex officio* capacity.

In fulfilling its responsibilities, the Committee is charged to: Plan and implement faculty development activities and identify programs or resources to promote faculty growth. Nominate and insure proper recognition of faculty and staff for various awards and honors. Make recommendations to the faculty and staff regarding proposals for changes or additions to existing awards.

#### 5.12 Interprofessional Education Committee

The Interprofessional Education Committee shall consist of the Associate Dean for Academic Affairs; the Assistant Dean for Experiential Education; Director of Inter-professional Education at least one SoP faculty member from each department; a KGI SALS faculty member (appointed by the Dean of the SoP in consultation with the Dean of SALS) and external interprofessional partners (appointed by the Dean as needed. Director of Inter-professional Education will be the chair of this committee. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One Student member of each class will be appointed in September.

In fulfilling its responsibilities, the Committee is charged to: Organize, oversee, and communicate interprofessional education (IPE) activities and develop new areas of interaction.

#### 5.13 Library and Learning Resources Committee

The Library and Learning Resources Committee shall consist of the Associate Dean for Assessment and Faculty Development, the KGI Embedded Librarian; an IT staff; at least one SoP faculty member from each department; and a KGI SALS faculty member (appointed by the Dean of the SoP in consultation with the Dean of SALS). The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One Student member of each class will be appointed in September.

In fulfilling its responsibilities, the Committee is charged to: Advise the Dean regarding the selection, purchase, and placement of library assets including books, journals, online databases and services, and teaching resources.



#### 5.14 Student Conduct Committee (SCC)

The Student Conduct Committee shall consist of up to three SoP faculty members from each department; one staff member; and the Associate Director of Student Affairs for the SoP. The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean. The Associate Director of Student Affairs for the SoP will serve in an *ex officio* capacity.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One student member of each class will be appointed in September of their first year.

In fulfilling its responsibilities, the Committee is charged to: Deal with alleged violations of the SoP Professionalism Policy, Honor Code, or Clinical Code of Conduct including academic issues involving falsification, collusion, plagiarism or cheating.

#### 5.15 Student Pharmacist Progression Committee

The Student Pharmacist Progression Committee shall consist of the Associate Dean for Academic Affairs; the Associate Director of Student Affairs for the SoP; and not less than three SoP faculty members. The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean. The Associate Dean for Academic Affairs and the Associate Director of Student Affairs for the SoP will serve in an *ex officio* capacity.

In fulfilling its responsibilities, the Committee is charged to: Monitor student progress and eligibility for continued registration and graduation. Develop, implement, and review policies and criteria concerning academic status. Collect and analyze data on student performance, progression, and retention.

#### 5.16 Program Assessment Committee

The Program Assessment Committee shall consist of two SoP faculty members from each department; the Associate Dean for Assessment and Faculty Development; and a KGI SALS faculty member (appointed by the Dean of the SoP in consultation with the Dean of SALS). The Dean will appoint the Chair. Staff support shall be provided by an individual (or individuals) assigned to the Committee by the Dean. The Associate Dean for Assessment and Faculty Development will serve in an *ex officio* capacity.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One student member of each class will be appointed in September of their first year.

In fulfilling its responsibilities, the Committee is charged to: Develop, implement, review, and modify assessment plan and report for the SoP. Participate in institutional assessment activities. Develop and modify didactic assessment tools, student electronic portfolio template procedures, rubrics, and student benchmark learning assessment instruments.

The Committee shall act, or may appoint a sub-committee to act, to coordinate, and review special issues related to assessment activities.

#### 5.17 Student Scholarships, Awards, Honors, and Ceremonies Committee

The Student Scholarships, Awards, Honors and Ceremonies Committee shall consist of the Associate Director of Student Affairs for the SoP who shall serve as Chair; at least three SoP faculty members; and a staff member.

Student membership will be provided to the Committee through student self-nomination to the Associate Director of Student Affairs for the SoP. One Student member of each class will be appointed in September.

In fulfilling its responsibilities, the Committee is charged to: Nominate and insure proper recognition of students for various awards and honors. Make recommendations to the faculty regarding proposals for changes or additions to existing awards. Plan the White Coat ceremony and school-specific commencement activities.

#### 5.18 Ad Hoc Committees

Ad Hoc Committees of the faculty/staff shall be appointed by the Dean of the School of Pharmacy for such functions and duration as may be directed by the Dean.

#### 5.19 KGI SALS Committees

Appointment to KGI SALS committees is made through joint consultation of the Dean and the Dean of SALS.

#### 5.20 Members of KGI Committees

Members of KGI Committees shall receive their appointment annually or as specified, and will function under the guidelines set forth in the KGI Faculty Handbook or other such governing documents. Appointments are made by the Dean with Executive Council approval.

If a SoP faculty member is unable to attend a KGI Committee meeting, another individual should be assigned to attend and prepare a report. A report of the deliberations of such committees will be submitted to the SoP Executive Council and to the faculty/staff at the meetings most immediately following each KGI committee meeting.

### 6 Delegates/Representatives

#### 6.1 Faculty Delegate and Alternate Delegate to the Council of Faculties, American Association of Colleges of Pharmacy (COF, AACP)

The School of Pharmacy will become eligible for AACP membership following approval of pre-candidate status by ACPE. The initial Faculty Delegate and Alternate Delegate will be elected to two-year terms immediately prior to the AACP Annual Meeting at which School membership will be voted upon by the AACP House

of Delegates. Upon approval, the Faculty Delegate will be seated in the House of Delegates at that Annual meeting.

The initial Alternate Delegate will assume the position of Faculty Delegate in November after the conclusion of the two-year term and will serve two years as the Faculty Delegate until October of that year. Nominations for a new Alternate Delegate shall be received at the faculty-staff meeting during the summer (or last meeting of Spring Semester) and voted on at the first faculty-staff meeting of Autumn Semester. Subsequently, the election of a new Alternate Delegate will take place every other year.

The names and any other requested information on the Faculty Delegate and Alternate Delegate will be provided to AACP in accordance with their established deadline.

#### 6.2 Administrative Delegate and Alternate Delegate to the Council of Deans, American Association of Colleges of Pharmacy (COD, AACP)

The Dean of the SoP will be the Administrative Delegate and the Associate Dean of Academic Affairs will be the Alternate Delegate. A substitute will be appointed by the Dean if either of these individuals is unable to attend.

The names and any other requested information on these delegates will be provided to AACP in accordance with their established deadline.

#### 6.3 USP Delegate

The SoP will provide faculty members to serve as the delegate and alternate to the United States Pharmacopeial Convention. The term of this appointment is 5 years and corresponds with the *Quinquennial* Conventions of the USP (e.g., 2000-2005). At the close of the term of the delegate, the alternate assumes the delegate position and a new alternate is designated.

#### 6.4 Other Delegates

On an as needed basis, the Dean shall name Delegates and Alternate Delegates to other organizations. Organizations requiring on-going representation will be specifically provided for through amendments to these Bylaws. Delegates and alternates are generally elected or appointed during spring semester and begin their duties as of that date.

### 7 Amendments

#### 7.1 Proposed

Any voting member of the faculty/staff may, at any regular or special meeting propose amendments to the Bylaws. Such proposals shall be open for discussion during the course of one faculty/staff meeting prior to any vote being taken. The full text of the proposed amendments shall be distributed to all faculty/staff at least ten (10) calendar days (with holidays excluded) prior to the meeting date for the vote.

## 7.2 Approval

Approval of an amendment shall be by two-thirds (2/3) vote of all members present and voting.

## 8 Bylaws Interpretation

If ambiguity or difference of opinion exist in interpretation of the Bylaws, the Executive Council will meet to advise the Dean.

## 9 Bylaws Modifications

Within the Bylaws or amendments, grammatical, punctuation, and correlation corrections which do not alter the intent of the respective Bylaws or amendments shall be effected by the Executive Council of the School subject to review and approval at a Faculty/Staff meeting. Suggestions for such changes are to be submitted to the Dean's Office for Executive Council consideration.

