CAAM-HP Medical Education Database

# Section IV – Faculty

## [Name of school]

## [Date of submission]

**GUIDELINES FOR SCHOOLS**

This data base section has been prepared as an editable template in Microsoft Word format

Shaded text boxes and tables are provided as guidelines for entering text in response to each item.

Where additional documents are requested, a place has been provided for the school to indicate a reference to an appendix

In some cases, tables may need to be expanded or duplicated and column or row headings may need to be adjusted to conform to terminology used by the school

Schools should make every effort to be concise in their responses while ensuring that each required item is addressed adequately

##### Part A: Key Quantitative Indicators

Indicate the number of full-time and part-time faculty in basic science and clinical departments during each of the three most recent academic years.

|  |  |  |
| --- | --- | --- |
|  | Full-Time | Full-time |
| Basic Science | Clinical | Basic Science | Clinical |
| Current Year |  |  |  |  |
| 1 Year Prior |  |  |  |  |
| 2 Years Prior |  |  |  |  |

**Part B: Narrative Data and Tables**

**FA-1 The recruitment and development of a medical school’s faculty should take into account its mission, the diversity of its student body, and the population that it serves.**

1. Describe any medical school or university policies and procedures on faculty recruitment. How do these policies and procedures relate to the medical school’s mission, student body, and population served?

Include a copy of the policy in the appendix.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. Provide data on the number of full-time faculty members and the proportion that are full-time in basic science and clinical departments who are members of the following groups.

|  |  |  |
| --- | --- | --- |
|  | **Basic Science Dept.** | **Clinical Depts.**  |
|  | **Total** | **% Full time** | **Total** | **% Full time** |
| National |  |  |  |  |
| Regional |  |  |  |  |
| Extra-Regional |  |  |  |  |
| Female |  |  |  |  |
| Male |  |  |  |  |
| Black /African ethnicity |  |  |  |  |
| East Indian ethnicity |  |  |  |  |
| White |  |  |  |  |
| Other race or ethnic group |  |  |  |  |

 ***N.B*** *National refers to a citizen of the country where the school is located.*

 *Regional refers to a non-national from another CARICOM state.*

**FA-2 There must be a sufficient number of faculty members in the subjects basic to medicine and in the clinical disciplines to meet the needs of the educational programme and the other missions of the medical school.**

*In determining the number of faculty needed for the educational programme, medical schools should consider that faculty may have educational and other responsibilities in academic programmes other than medicine.* *In the clinical sciences, the number and kind of faculty appointed should also relate to the amount of patient care, health promotion and prevention activities required to conduct meaningful clinical teaching across the continuum of medical education.*

1. Describe the school’s departmental (or equivalent) structure. Please attach an organisational chart in an appendix.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. Complete the following tables for the indicated basic science and clinical departments. *(See the instructions for completing the database for definition of full-time faculty)*
2. Basic Science Departments

|  |  |  |
| --- | --- | --- |
| **Department**  | **Number of Faculty**  |  |
| **Professors** | **Lecturers** | **Asst. lect.** | **Other** | **Vacant** | **% Full-Time** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

Teaching Responsibilities

|  |  |  |
| --- | --- | --- |
|  |  | **Average number of students taught per year** |
| **Department** | **% time teaching med. students** | **Graduate students** | **Postgrad. clinical** | **Nursing** | **Allied Health** | **Other** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1. Clinical Departments

|  |  |  |
| --- | --- | --- |
|  | Number of Full-Time Faculty\*  | **Other Faculty** \* |
| **Department\*** | **Professors** | **Lecturers** | **Other** | **Vacant** | **Part-Time** | **Volunteer** |
| Anaesthesiology |  |  |  |  |  |  |
| Family Medicine |  |  |  |  |  |  |
| Internal Medicine |  |  |  |  |  |  |
| Obst./Gynaecology |  |  |  |  |  |  |
| Pathology |  |  |  |  |  |  |
| Paediatrics |  |  |  |  |  |  |
| Psychiatry |  |  |  |  |  |  |
| Public Health |  |  |  |  |  |  |
| Radiology |  |  |  |  |  |  |
| Surgery |  |  |  |  |  |  |

 \*Replace indicated names with names used at your institution, as needed.

Teaching Responsibilities

|  |  |
| --- | --- |
|  | Average Number of Students Taught per Year \*  |
| **Department\*** | **Medical Students** | **Residents** | **Clinical Fellows** | **Other** |
| Anaesthesiology |  |  |  |  |
| Family Medicine |  |  |  |  |
| Internal Medicine |  |  |  |  |
| Obst./Gynaecology |  |  |  |  |
| Pathology |  |  |  |  |
| Paediatrics |  |  |  |  |
| Psychiatry |  |  |  |  |
| Pub Health/Prev Med |  |  |  |  |
| Radiology |  |  |  |  |
| Surgery |  |  |  |  |

 *\*Replace indicated names with names used at your institution, as needed.*

**FA-3 Persons appointed to faculty positions must have demonstrated achievements commensurate with their academic rank.**

1. Complete the following table on publications and other academic activity in the past year

 *(Numbers entered should reflect the mean per member of staff in each indicated category)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty Category** | **Average no. of publications (total)** | **Average no. of refereed publications** | **Average no of academic presentations** | **Average number of research grants in place** |
| Basic science |  |  |  |  |
| Clinical |  |  |  |  |
| Research  |  |  |  |  |

**FA-4 All faculty members, including part-time faculty and volunteer physicians involved in teaching must have the capability and continued commitment to be effective teachers.**

*Effective teaching requires knowledge of the discipline and an understanding of curriculum design and development, curriculum evaluation, and methods of instruction. Faculty members involved in teaching, course planning and curricular evaluation should possess or have ready access to expertise in teaching methods, curriculum development, programme evaluation, and student assessment. Such expertise may be supplied by an office of medical education or by faculty / staff members with backgrounds in educational science*.

*Faculty involved in the development and implementation of a course, clerkship, or larger curricular unit should be able to design the learning activities and corresponding evaluation methods (student and programme) in a manner consistent with the school’s stated educational objectives and sound educational principles.*

*Among the lines of evidence indicating compliance with this standard are the following:*

* *Documented participation of the faculty in professional development activities related specifically to teaching and evaluation.*
* *Attendance at international, regional or national meetings on educational affairs.*
* *Evidence that faculty members’ knowledge of their discipline is current.*

1. Please describe any activity, policy or programme which ensures or enhances the ability of staff to be more effective teachers.

**FA-5 Faculty members should have a commitment to continuing scholarly productivity characteristic of an institution of higher learning.**

1. Provide the following data by department (basic science and clinical) for the most recent completed academic year.

|  |  |
| --- | --- |
| **Name of Department** | **Number of:** |
| **Articles in peer-reviewed Journals** | **Books/book chapters published** | **Journal Editors** | **Names of Principal Investigators on research grants** |
|  |  |  |  |  |
|  |  |  |  |  |
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1. Describe how faculty keep abreast of current teaching and learning methods.
2. Describe how faculty scholarship is fostered in the medical school. Note any opportunities for mentorship or other types of support for faculty scholarly activities.

**FA-6 There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean / chief academic officer.**

1. Provide a brief description of each faculty employment track.
2. Briefly summarize the institution-wide (medical school or university) policies and procedures for the appointment, renewal of appointment, promotion, granting of tenure (if applicable), and dismissal for all faculty members. Include a copy of the written appointment and promotion guidelines.
3. Explain any variation in the policies across tracks or in their application from department to department.

**FA-7 A medical school must have policies that deal with circumstances in which the private interests of faculty members or staff may be in conflict with their official responsibilities.**

1. Check each area where the medical school or the university has a faculty conflict of interest policy. Include a copy of each policy in the appendix.

|  |  |
| --- | --- |
|  | Conflict of interest in research |
|  | Conflict of private interests of faculty/staff with academic responsibilities |
|  | Conflict of interest in commercial support of continuing medical education |

**FA-8 Faculty members must receive written information about their terms of appointment, responsibilities, lines of communication, privileges and benefits, and, if relevant, the policy on practice earnings.**

1. Describe how faculty members are notified about the following items:
* Term and conditions of employment
* Benefits
* Compensation, including policies on practice earnings

Include a copy of any document on these matters in the Appendix.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. How are faculty members informed about their responsibilities in teaching, research, and, where appropriate, patient care?
2. Please provide a copy of the faculty handbook.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

**FA-9 Faculty should receive regularly scheduled feedback on their academic performance and their progress toward promotion.**

*Feedback should be provided by departmental leadership or, if relevant, other institutional leadership.*

1. Briefly describe any medical school or university policies assuring that faculty members receive periodic feedback on their performance and progress toward promotion.
2. Describe when and how faculty members receive formal feedback from departmental leaders (chair, division or section chief) on their academic performance and progress toward promotion.

**FA-10 Opportunities for professional development must be provided to enhance faculty members’ skills and leadership abilities in education and research.**

1. Describe the elements of faculty teaching skills (e.g., content mastery; ability to lecture or lead a small group; professionalism) that are formally evaluated by medical students or by other methods such as peer review. Include sample of student/teacher course/clerkship evaluation form.
2. How are problems identified by such evaluations addressed?
3. Describe any information collected by departments or the school to assess individual faculty teaching efforts, such as a teaching portfolio or dossier.
4. Describe any centralized medical school activities to assist faculty members in improving their skills as teachers and assessors of medical students. Include the number of faculty who participated in such activities during the most recent academic year.

**FA-11 The dean and a committee of the faculty should determine medical school policies.**

*This committee, which typically consists of the heads of major departments, may be organized in any manner that brings reasonable and appropriate faculty influence into the governance and policymaking processes of the medical school.*

1. Please describe how the membership of this committee is determined and whether there is student representation on it.

**FA-12 A medical school should have mechanisms for direct faculty involvement in decisions related to the educational programme.**

*Important areas where direct faculty involvement is expected include admissions, curriculum development and evaluation, and student promotions. Faculty members also should be involved in decisions about any other mission-critical areas specific to the school. Strategies for assuring direct faculty participation may include peer selection or other mechanisms that bring a broad faculty perspective to the decision-making process, independent of departmental or central administration points of view.*

1. List the major permanent committees of the medical school. Indicate whether each committee is charged to make recommendations (R), empowered to take action (A), or both (B).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Committee** | **No. of Members** | **Appointed or Elected by:** | **Reports to:** | **Authority (R/A/B)** |
|  |  |  |  |  |
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1. Provide a diagram of committee reporting arrangements arranged hierarchically.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. Describe how the dean obtains input from unit or department heads and faculty members other than through the permanent committees and how frequently these meetings occur.

**FA-13 The faculty should meet often enough for all faculty members to have the opportunity to participate in the discussion and establishment of medical school policies and practices.**

1. List the number and type of general faculty meetings held during the past year. What major items have been on the agenda at these meetings?
2. How are faculty members informed about upcoming meetings? Describe how faculty who are not present learn about the discussion or outcomes of general faculty meetings.
3. Describe any special meetings of the faculty held in the past two years (e.g., faculty retreats related to the educational programme or strategic planning), including goals, level of participation, and outcomes.
4. In addition to meetings, what other vehicles exist to inform faculty members about medical school matters?

**END OF SECTION IV**