



TEXILA
AMERICAN
UNIVERSITY



COM
FACULTY
HANDBOOK

Contents

INTRODUCTION.....	4
VISION, MISSION & PROGRAM OBJECTIVES	5
TAUCOM ORGANIZATIONAL STRUCTURE.....	9
BOARD OF TRUSTEES	9
ADMINISTRATION	9
FACULTY BY-LAWS	11
FACULTY RECRUITMENT	11
FACULTY RANKS AND STATUS	12
Faculty Ranks	12
FACULTY APPOINTMENT AND PROMOTION	14
TENURE TRACK.....	17
FACULTY EVALUATION.....	17
ANNUAL FACULTY & HOD PERFORMANCE REVIEW	17
FACULTY SALARY & BENEFITS	17
ACADEMIC CALENDAR	18
COURSE SCHEDULES	19
CONTINUING MEDICAL EDUCATION.....	19
REQUIRED FACULTY ORIENTATION	19
FACULTY PROFESSIONAL CONDUCT	19
ACADEMIC FREEDOM	20
CONFLICT OF INTEREST & CONFLICT OF COMMITMENT	20
COPYRIGHT POLICY	21
ACADEMIC INTEGRITY.....	21
STUDENT ADVISING & MENTORING	22
COLLECTIVE BARGAINING AND THE RIGHT TO FREEDOM OF ASSOCIATION	23
CHILD LABOR PROTECTION AND FORCED LABOR.....	23
PROVISION FOR PEOPLE WITH DISABILITY	23

FACULTY POLICIES.....	23
Policy Statement	29
Policy Guidelines	29
Faculty Disciplinary Actions	29
Faculty Grievance	30
GOVERNANCE COMMITTEES	30

INTRODUCTION

Established in 2010, Texila American University College of Medicine (TAUCOM) is located in Guyana, the only English-speaking country in South America. The goals and objectives of TAUCOM are to ensure demonstrated competencies in medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice. The goals are woven through the curriculum in all four years and are accomplished by weaving inquiry and inter-professionalism. Self-directed learning, team skills, and exposure to research and discovery.

We value as pre-eminent the process and complexity of learning and encourage our faculty and staff to respect and support the individual learning needs of our students, to ensure their success.

We value learning over teaching and will continuously seek to develop the skills necessary for our faculty to nurture the learning of our students and serve the community at large. Small classes, a diverse student body, professional faculty and staff, and high academic standards inspire young people to do their best work.

TAUCOM is firmly committed to maintaining an environment free from discrimination. Discrimination based on race, color, creed, religion, disability, gender, gender identity, socio-economic status, national origin, age, familial status, marital status, height, weight, or sexual orientation is prohibited.

TAUCOM operates in an English-speaking country and English is the primary language of instruction and assessment.

This faculty handbook provides information for the faculty employed with the TAUCOM, including policies, responsibilities of the faculty, organizational structure, and governance of the school. It is not intended to be all-inclusive; more detailed or comprehensive information may be obtained from the appropriate department, library, or TAUCOM office.

Information in the handbook will be superseded by changes in policy or programs that occur after its publication. Revisions of handbook content will be made periodically and disseminated in print format and/ or electronically. The electronic version will be updated at the beginning of each academic year. TAUCOM reserves the right to change any of the policies contained herein at any time.

VISION, MISSION & PROGRAM OBJECTIVES

Vision

To lead in advancing human health through the best clinical care, innovative research, and education of health professionals in modern medicine in a culture that supports diversity, inclusion, critical thinking, and creativity.

Mission & Goals

- **To create health professionals for excellence in the contemporary world of tomorrow**
 - *Goal: Formation of health professionals committed to professional excellence*
- **To create doctors with compassion for the poor and rich alike**
 - *Goal: Foster compassion and empathy as lifelong physician attributes*
- **To instill excitement for health science in young minds**
 - *Goal: Encourage eagerness in the learning of medical science*
- **To generate awareness in the application of health science and wellness for the welfare of society**
 - *Goal: Inspire the promotion of health and wellness in a diverse society*
- **To provide a supportive global learning and research environment in health and allied sciences rising above the geographical and cultural boundaries**
 - *Goal: Excel in research and discovery in biomedical sciences, medical education, and healthcare*

Educational Objectives

Graduates of TAUCOM are expected to possess the below-mentioned ten medical graduate attributes and demonstrate competency in the following areas or domains, and the related objectives.

TAUCOM Medical Graduate Attributes (MGA)

SL. NO	ATTRIBUTE	OBJECTIVES
MGA-1	Clinician/ practitioner	<ul style="list-style-type: none"> • Understand and provide preventive, primitive, curative, palliative, and holistic care with compassion. • Apply medical knowledge, clinical skills, and professional values to their provision of high-quality care. • Collect and interpret information, make clinical decisions, and carry out diagnostic and therapeutic interventions.
MGA-2	Scholar	<ul style="list-style-type: none"> • Demonstrate a lifelong commitment to continually enhancing practice. • Seek out and use scientific evidence to inform decision-making. • Implement an actively planned approach to fill gaps in knowledge, skills, and attitudes, required to deliver care with the potential to contribute towards “original research”.
MGA-3	Educator	<ul style="list-style-type: none"> • Educate peers, patients, families, the public, colleagues, and other healthcare professionals using methods appropriate for each audience.
MGA-4	Communicator	<ul style="list-style-type: none"> • Able to communicate effectively with patients, families, colleagues, and community members, to form strong therapeutic

		alliances with patients and their families by finding common ground with the patient, sharing information, and managing care according to the patient's needs, values, and preferences in mind.
MGA-5	Advocate	<ul style="list-style-type: none"> • Develop partnerships with patients and families to navigate the healthcare system to improve individual health outcomes. • Promote public well-being through creating awareness of important health issues including disease prevention, health promotion, health protection, and health equity.
MGA-6	Leader	<ul style="list-style-type: none"> • Be a leader and member of the health care team and system with capabilities to collect, analyze, and synthesize health-related data. • Engage others to implement high-quality, future-oriented, and innovative health-care practices.
MGA-7	Collaborator	<ul style="list-style-type: none"> • Pursue common goals with other professionals in the healthcare environment and community, through building relationships based on trust, respect, effective communication, and willingness to learn from others.
MGA-8	Professional	<ul style="list-style-type: none"> • Demonstrate a commitment to ethical practice, high personal standards of behavior, accountability to the profession, ongoing professional development, and maintenance of personal well-being.
MGA-9	Lifelong learner	<ul style="list-style-type: none"> • Commitment to continuous improvement of skills and knowledge in pursuit of personal and professional development.
MGA-10	Ethically and socially responsible	<ul style="list-style-type: none"> • Ability to recognize, reflect, and respond appropriately to social, cultural, and ethical issues.

Educational Program Core Competencies:

PC-1: Medical Knowledge

Medical graduates must be able to demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological, and social-behavioral) sciences and the application of this knowledge to patient care.

PC-2: Professionalism

Medical graduates must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

PC-3: Patient Care

Medical graduates must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

PC-4: Interpersonal and Communication Skills

Medical graduates must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates.

PC-5: Systems-Based Practice

Medical graduates must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

PC-6: Interprofessional Collaboration

Medical graduates must be able to maintain an interprofessional collaboration in the process of developing and maintaining effective inter-professional working relationships with learners, practitioners, patients/clients/ families, and communities to enable optimal health outcomes.

PC-7: Practice-Based Learning and Improvement

Medical graduates must be able to investigate and evaluate their patient care practices, appraise, and assimilate scientific evidence, and improve their patient care practices.

PC-8: Personal and Professional Development

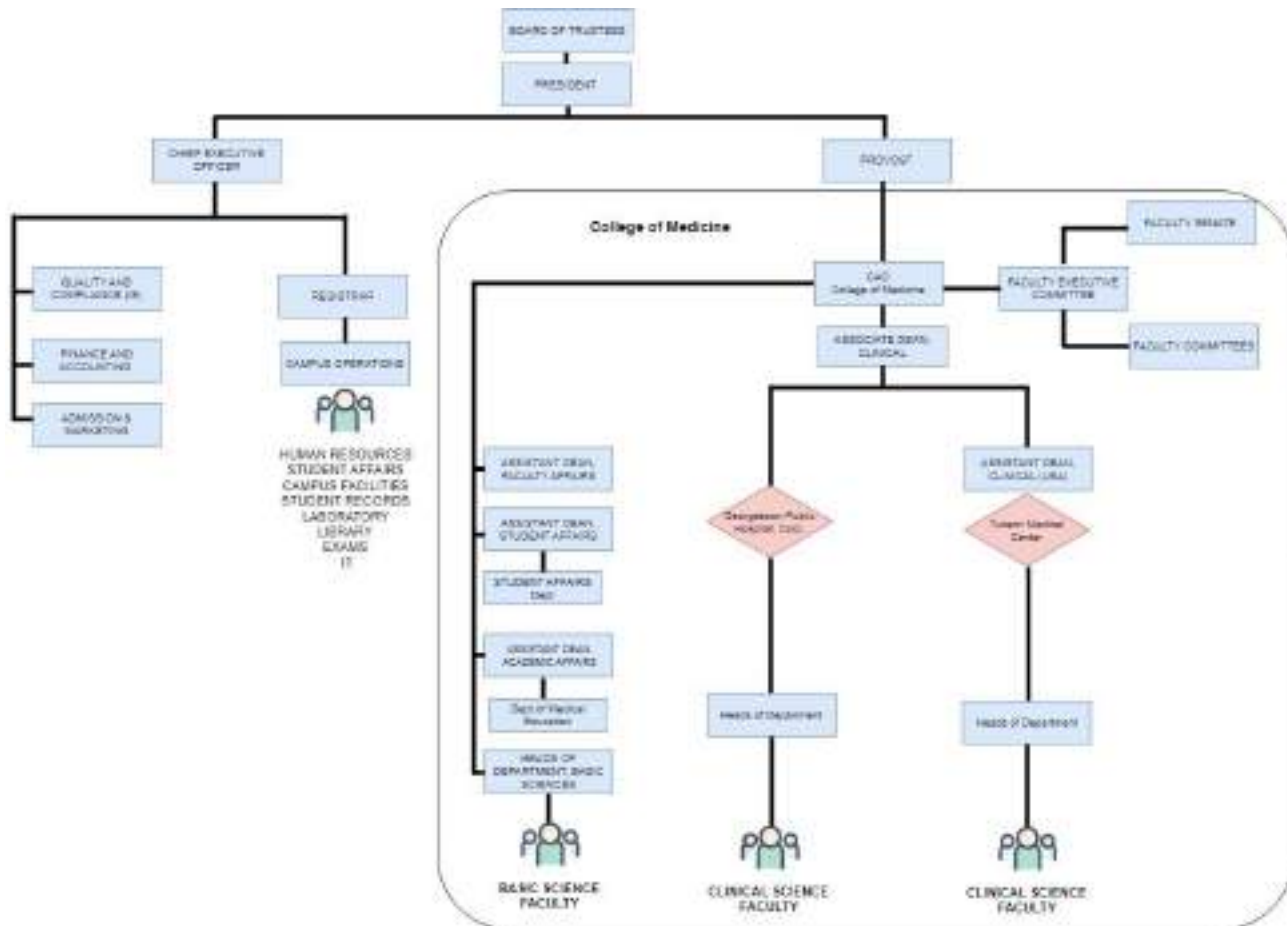
Personal and professional development aims to help medical graduates manage their learning and growth throughout their careers. Medical graduates must continue to learn and develop to keep their skills and knowledge up to date and ensure they continue to work safely, legally, and effectively.

Mapping of Educational Program Objectives with Program Core Competencies

Sl. No	Program Objectives	Program Core Competencies
1	PObj-1: Demonstrate understanding of current core knowledge of basic biomedical science through an interdisciplinary approach to the understanding of the processes that support normal development, structure, and function of the human organism.	PC-1: Medical Knowledge
2	PObj-2: Demonstrate understanding of current core knowledge of normal and altered structure and function of organ systems, to apply that knowledge to the recognition and management of complex clinical conditions.	PC-1: Medical Knowledge
3	PObj-3: Demonstrate the ability to evaluate patients and properly manage their medical problems by (a) completing comprehensive histories and physical examinations, (b) obtaining focused histories and performing relevant physical examinations (c) correctly identifying patients' medical problems through critical thinking and to formulate hypotheses as to etiology and solutions; (d) successful development of diagnostic strategies; and (e) formulation and implementation of management plan.	PC-1: Medical Knowledge PC-2: Professionalism PC-3: Patient Care PC-4: Interpersonal and Communication Skills PC-6: Interprofessional Collaboration PC-8: Personal and Professional Development
4	PObj-4: Apply knowledge of the scientific method in medical diagnosis treatment and research. The student should be able to evaluate published findings and apply scientific evidence-based reasoning to the solution of medical problems.	PC-1: Medical Knowledge PC-7: Practice-Based Learning and Improvement
5	PObj-5: Demonstrate understanding of the impact of the various stages of life, as well as the effects of gender, lifestyle, socioeconomic status, nutritional factors, genetic characteristics, psychosocial and epidemiologic factors, and culture upon the quality of human health and the prevalence of disease, disease prevention, and health maintenance.	PC-1: Medical Knowledge PC-3: Patient Care PC-5: Systems-Based Practice
6	PObj-6: Demonstrate an understanding of the fundamental concepts of continuity of care (preventive, rehabilitative, and end-of-life) in addition to the diagnosis of acute medical problems and be able to apply these concepts to clinical practice on a local,	PC-3: Patient Care PC-5: Systems-Based Practice

	regional, national, or international level.	
7	PObj-7: Demonstrate mastery of a variety of skills, such as effective communication while interviewing patients educating patients about their diseases, and communicating with their families. The student must also demonstrate appropriate skills during physical examinations (proper use of instruments; application of manual techniques) and in utilization of laboratory resources (ordering appropriate tests; interpreting values).	PC-2: Professionalism PC-3: Patient Care PC-4: Interpersonal and Communication Skills PC-6: Interprofessional Collaboration PC-8: Personal and Professional Development
8	PObj-8: Exhibit appropriate professional behavior in interactions with patient and their families, peers, and other healthcare professionals to adhere to professional standards of ethical behavior, and to function harmoniously and respectfully as a member of a diverse healthcare team.	PC-1: Medical Knowledge
9	PObj-9: Demonstrate mastery of the curriculum essential to progress along the pathway toward licensure for the practice of medicine.	PC-1: Medical Knowledge
10	PObj-10: Display skills of independent, life-long, and progressive learning.	PC-1: Medical Knowledge PC-2: Professionalism PC-3: Patient Care PC-6: Interpersonal and Communication Skills PC-7: Interprofessional Collaboration PC-8: Personal and Professional Development
11	PObj-11: Manifest self-awareness, self-care, self-assessment, and personal growth sufficient to be a role model for others.	PC-1: Medical Knowledge PC-7: Practice-Based Learning and Improvement
12	PObj-12: Show sensitivity toward the need to address and resolve health disparities at all levels.	PC-1: Medical Knowledge PC-3: Patient Care PC-5: Systems-Based Practice
13	PObj-13: Show mastery of the scholarly expectations of the medical faculty of the College of Medicine as determined by appropriately designed and applied assessment methodologies, including but not limited to written examination performance and practical clinical skills.	PC-3: Patient Care PC-5: Systems-Based Practice

TAUCOM ORGANIZATIONAL STRUCTURE



BOARD OF TRUSTEES

The board of trustees is the TAUCOM's principal governing body. As fiduciaries, the trustees ensure that TAUCOM academic and administrative leadership are guided by sound policies and practices, and equipped with adequate resources, to further TAUCOM's mission. The Board of Trustees is primarily involved in establishing broad policies, establishing, and providing directions, appointing leadership, and has the ultimate oversight in the management of the University and its colleges. All the operational and academic activities are delegated through the President.

ADMINISTRATION

The President

The President is responsible for providing general oversight of the College of Medicine's teaching and research programs; its campuses and affiliated hospitals; the welfare of the faculty and supporting staff; the business and financial welfare of the College; and for the maintenance of health, diligence, and order among the students. President reports to the Board of Trustees

The Chief Executive Officer (CEO)

The CEO is responsible for providing general oversight of the College of Medicine's teaching and research programs; its campuses and affiliated hospitals; the welfare of the faculty and supporting staff; the business and financial welfare of the College; and for the maintenance of health, diligence, and order among the students.

The Provost

The provost reports directly to the President. The provost provides leadership in areas of academic program development, curriculum, research, and organizational effectiveness. The provost oversees the development of academic policies and teaching effectiveness. The provost plays a central role in institutional decision-making, learning outcomes assessment, and compliance with state, national, and regional regulatory and accreditation agencies.

The Chief Academic Officer

The Chief Academic Officer is responsible, both academically and fiscally, for the MD program including the Basic Science component and Clinical Science component, and reports to the provost. The Chief Academic Officer is responsible for the management of the academic departments, and administration of the programs and faculty supported by those departments. Specific assignments include curriculum and assessment development; course and faculty evaluations, budget preparation; promotions and renewal of faculty appointments; the tracking of all academic data for students enrolled in the program; and the management and administration of the academic advisory service dedicated to students enrolled in the College of Medicine.

Associate Dean of Clinical Affairs

The Associate Dean of Clinical Affairs oversees the clinical training program in the US and Guyana and reports to the Chief Academic Officer of the COM. Responsibilities include screening, recruitment, and monitoring of hospitals for clinical programs, working with the clinical coordinators and Assistant Dean of Clinical Affairs at affiliated hospitals, and supervising of students.

Assistant Deans

The Assistant Deans report to the Chief Academic Officer across their respective functional areas. The Chief Academic Officer delegates to them the authority to deal with various academic and non-academic activities and issues. The Assistant Deans exercise leadership in promoting new ideas and ways of effectively achieving the objectives and goals delegated to them. Persons appointed as Assistant Dean should have the appropriate credentials and experience to be appointed as described in this handbook. It is also their responsibility to ensure the smooth functioning of academic and administrative activities.

Associate/ Assistant Deans in TAUCOM:

- Associate Dean – Clinical Affairs
- Assistant Dean – Academic Affairs
- Assistant Dean – Student Affairs
- Assistant Dean – Faculty Affairs
- Assistant Dean (s) – Clinical Sites

Head of Departments

Academic work at TAUCOM is organized under two divisions: Basic Science and Clinical Science. These two divisions are further divided into different academic departments headed by the Head of the Department (HoD) in both Basic Science as well as Clinical Science divisions. The HoD reports to their Assistant Dean of academics and will be accountable for the effective functioning of their respective departments.

FACULTY BY-LAWS

The organization of TAUCOM including a detailed description of the function and responsibilities of the administrative officers and faculty are included in the Faculty By Law. Governance committee functions and the terms of reference are provided in the Law. All faculty members are encouraged to read the By-Laws and familiarize themselves with the policies. This can be accessed online from the LMS:

<https://guyanalms.tauedu.org/mod/resource/view.php?id=8645>

FACULTY RECRUITMENT

TAUCOM is an equal opportunity educator and employer. It is engaged in a program of affirmative action that seeks to ensure appropriate representation of minorities and women among both academic and non-academic employees. Full-time as well as part-time faculty go through the same recruitment process which has to be approved by the Chief Academic Officer of the College of Medicine.

Faculty Recruitment Process

The HoD can initiate a request for faculty recruitment. The request is submitted to the Chief Academic Officer and upon approval from the Chief Academic Officer, the HR department will initiate the search process. The recruitment for Assistant Dean and Associate Dean positions is generally initiated at the departure of an existing person and the Chief Academic Officer initiates the process of new requirements.

The Search Process Outline

The HR office initiates the search process by posting the requirements on various job sites. All applications are submitted online at the TAU website. Applications are pre-screened by the HR department before forwarding to the Faculty Appointment and Promotions Committee (FAPC).

Faculty Appointment and Promotions Committee (FAPC)

All applications are reviewed by the FAPC and the appropriate HoD. Shortlisted candidates will be scheduled for an in-person or an online interview. Verification of degree and background checks are completed before making an employment offer.

Interview Process

All shortlisted candidates will go through an in-person or an online interview with the committee members and the Chief Academic Officer. It is a two-step interview process. Firstly, the candidate will be interviewed by the HoD who provides the feedback to the Committee. Secondly, there is a panel interview where a quorum of the committee is required along with subject experts. The interview generally takes around 30 minutes and candidates are asked to take a short lecture on a preselected topic.

Final Selection and Offer

At the end of the interview process, FAPC makes a recommendation to the Chief Academic Officer as to whether the candidate should be offered the position. Based on the committee's decision, the Chief Academic Officer submits a written recommendation to the provost for final approval. Based on recommendations from the Provost, the HR office initiates the final negotiation and contract signing.

TAUCOM has a robust faculty recruitment process which helps to ensure the school's mission by ensuring that each newly hired faculty is qualified and has adequate experience in their field(s) of study/ profession.

FACULTY RANKS AND STATUS

Faculty Ranks

Professor Emeritus:

A retired member of the faculty, who maintains an active teaching role, who has reached 55 years of age, and who has served as a member of the TAUCOM for at least ten continuous years shall be entitled to the title "Professor Emeritus."

Professor:

The title of Professor is granted to an individual in recognition of distinctive achievement and is reserved for the most distinguished members of our faculty. This faculty member has an MD, Ph.D., or equivalent Postgraduate Degree, and at least *fifteen years* of teaching and research experience.

The individual must have served as an Associate Professor at TAUCOM, or another recognized medical institution and has achieved recognition for excellence as a teacher, clinician, or scientist, service in major teaching responsibilities, service to patients and/or students, and/or the community as well as membership in appropriate national or regional and international professional societies.

To achieve this rank the individual must present evidence of continued publication of important, educational, and innovative studies of basic and/or clinical sciences in peer-reviewed journals.

The candidate must have been identified as a key and outstanding individual in teaching, clinical training, and research.

Associate Professor:

The title of Associate Professor is granted to an individual with qualifications that indicate the potential for an appointment as a professor. This faculty member has an MD, Ph.D., or equivalent Postgraduate Degree, and at least *ten years* of teaching and research experience.

The individual must have served as an Assistant Professor at TAUCOM, or another recognized medical institution and has achieved recognition for excellence as a teacher, clinician, or scientist, service in major teaching responsibilities, service to patients and/or students, and/or the community as well as membership in appropriate national or regional and/or international professional societies.

To achieve this rank the individual must present evidence of substantial academic contributions by the publication of important, educational studies of basic and/or clinical sciences in peer-reviewed journals.

To achieve this rank the individual must present evidence of substantial academic contributions by publication of basic science, clinical, or educational studies in peer-reviewed journals.

The candidate must have been identified as a key and outstanding individual in teaching, clinical training, and research.

Assistant Professor:

The title of Assistant Professor is granted to an individual who holds an MD, Ph.D., or equivalent Postgraduate Degree with *two years* of teaching experience with *one year* of clinical or research experience.

The individual must have a major commitment to teaching and research or clinical service, with a demonstrated capacity for teaching as evidenced by recognition by the program director, associated faculty, peers, and students.

The individual must have the potential for substantial academic contributions by publication of basic science, clinical, or educational studies in peer-reviewed journals.

The eligible clinical faculties must demonstrate evidence of commitment to excellent patient care with evidence of a high level of clinical skill and expertise.

Lecturer:

The title of Lecturer is granted to an individual who holds an MD, Ph.D., or equivalent with *one year* of teaching/clinical experience or a Master in medical subjects with three years of teaching experience.

Instructor:

The title of Instructor is granted to an individual with an M.B.B.S. or a Master's in medical subjects with no prior teaching experience. This title is intended to indicate the initial step in an academic career. Practicing physicians who initiate their teaching career as community-based teachers qualify for this rank, as do advanced graduate students and qualified residents in training. Commitment to contributions to teaching and patient care is a requirement.

Faculty Status**Full-time:**

The academic titles for a full-time faculty member are Instructor, Lecturer, Assistant Professor, Associate Professor, or Professor. Individuals with one of these titles must be employed full-time by Texila American University or its Affiliated Hospital. All individuals with an academic title have teaching, clinical care, and/or research, and/or administrative service/ leadership as their primary commitment to the mission of the College.

All faculty members at a given academic rank have the same titles, regardless of the kind of activity, or their location. The criteria for appointment to a given level reflect the importance of the different kinds of academic activity required to accomplish the goals of the College of Medicine. Each appointee is recommended for an initial evaluation by the head of the appointing department, the Medical Director of an affiliated hospital of the Clinical Facility, or TAUCOM leadership. The head of the appointing department recommends each subsequent reappointment.

Adjunct:

The academic titles for an adjunct faculty member are Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor. Individuals with one of these titles actively teach students in the College of Medicine and may have primary appointments at other medical colleges. Each appointee is recommended for evaluation by the head of the appointing department initially and at each subsequent reappointment.

Visiting:

Visiting faculty members are scholars visiting the College of Medicine for teaching, learning, and/or research for variable periods. The academic titles for a visiting faculty member are Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor. These individuals receive appointments for up to *one year* at a rank equivalent to that at their home institution. Each appointee is recommended for evaluation by the Chief Academic Officer or the Head of the appointing department initially and at each subsequent reappointment.

Voluntary:

The academic titles for a voluntary faculty member are Assistant Professor, Associate Professor, or Professor. Individuals with one of these titles are not employed full-time by either Texila American University or the Affiliated Hospital.

They contribute to the academic programs of the College of Medicine but have a major commitment to professional activity apart from the academic programs of the College of Medicine and its affiliated institutions. Each appointee initially is recommended for evaluation either by the head of the appointing department by the Medical Director of the affiliated hospital or Clinical Facility, or by TAUCOM leadership. The head of the appointing department recommends each subsequent reappointment.

Emeritus:

The academic title for an emeritus faculty member is Emeritus Professor. Individuals with this status have a history of contributions to the College of Medicine and have retired at the rank of Professor from their professional activities but maintain an active teaching role.

FACULTY APPOINTMENT AND PROMOTION

Initial Appointment Term

Initial appointments to the faculty become effective as of the date of the PROVOST's approval and may be retroactive to the date of hire. The date of the first renewal is specified in the primary appointment process.

Professor:

Minimum 2-year and maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions by the end of such appointment. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least three months before the last day of the current appointment.

Associate Professor:

Minimum 2-year and maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions by the last year of such appointment period or during the promotion. Notification of a decision not to reappoint is made at least three months before the last day of the current appointment.

Assistant Professor:

Minimum 2-year and maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions by the last year of such appointment period or during the promotion. Notification of a decision not to reappoint is made at least three months before the last day of the current appointment.

Lecturer:

Minimum 1-year and maximum 2-year appointments, renewable indefinitely, with reviews of continuing contributions by the last three months of such appointment period or during the promotion. Notification of a decision not to reappoint is made at least two months before the last day of the current appointment.

Instructor:

Minimum 1-year and maximum 2-year appointments and reserved for those who contribute to community-based training of medical students, but do not necessarily hold degrees beyond the bachelor's level. The reviews of continuing contributions happen in the last three months of such appointment period or during the promotion. Notification of a decision not to reappoint is made at least two months before the last day of the current appointment.

Visiting Appointments:

The term of the appointment is up to one year. The reviews of continuing contributions happen within the last three months of such an appointment period. Notification of a decision not to reappoint is made at least two months before the last day of the current appointment.

Head of the Department

The term of appointment of the head of departments depends on rank (assistant or associate) but is generally for a period of 5 years. The number of appointments for department chairs has no defined term limit and is based on a review of continued high-level academic contributions.

Renewal of Appointments

Each faculty appointment is renewable, at the option of TAUCOM. All decisions relating to appointment renewals will be made by the Chief Academic Officer before the end of the tenure.

Recommendations for renewal are based on the following:

1. The performance of the faculty member is to the satisfaction of the Chief Academic Officer, and relevant associate or Assistant Deans concerning knowledge, attitudes, and skills
2. Absence of concerns about non-cognitive attributes (regularity, sincerity, honesty, dedication, cooperation, promptness, attending to clinical duties with diligence, etc.) and performance
3. Absence of concerns relating to general professional behavior, such as unreasonable requests for excessive Leaves of Absence (LOAs), unprofessional behavior, failure to execute departmental responsibilities, or lateness in resuming duties after the semester break.

Process of Faculty Promotion

Promotion at TAUCOM is the result of demonstrated and significant additional attainments after a faculty member has been appointed or last promoted. No rigid schedule exists for promotion. Eligibility for promotion is open to all full-time faculty members of the instructor or higher rank. The decision to pursue a promotion may be initiated by the faculty member.

A. Promotion Standards

Teaching, scholarship and research, and administration/ clinical care are three areas examined in all promotion considerations.

1. Teaching

Essential qualifications for promotion are personal integrity and the ability to teach one's professional area of knowledge to relevant learning groups. Critical elements to be evaluated include experience, knowledge of subject matter, skill in presentation, academic mentoring and advising, ability to stimulate youthful minds by providing career orientation, and enthusiastic devotion to teaching. A teaching portfolio, and teaching, peer, and dean evaluations help convey the scope of instructional accomplishment.

2. Scholarship and Research

All faculty members must be individuals of scholarly ability and achievement. Accomplishment in scholarship is typically demonstrated by the quality and quantity of published and other creative work. Interdisciplinary work, participation, and leadership in professional associations, editing of professional journals, and other publications are measures of success and stature in scholarship. Peer-reviewed publications are strong evidence of scholarship with high impact.

3. Administration/ Clinical Care

Faculty participation in governance committees and other administrative tasks and special training programs within TAUCOM and the University.

Many clinical faculty members have a professional role related to health care, generally in terms of clinical responsibility, teaching, or research. Competence is expected at entry levels in the faculty ladder and excellence is expected at the higher levels. Excellence is evidenced by documentation from independent authorities in the relevant field, regional reputation, and published work of clinical successes, innovations, or insights.

Process of promotion:

The first level of promotion review is conducted by the respective HoD. The HoD reports the result of the faculty review as well as his/her recommendation to the FAPC. Upon further review, FAPC submits the recommendation to the Chief Academic Officer who will make a final decision on the promotion after discussion with the provost.

The candidate being reviewed for promotion has the right to appeal a negative recommendation to the President, TAU, indicating the grounds of his/ her dissatisfaction with the negative recommendations.

End of the Employment Relationship at End of Appointment Term

The end of a faculty member's employment relationship after the faculty member's appointment term shall be made by notice of non-renewal of appointment. However, the failure to provide notice of non-renewal shall not entitle the faculty member to an automatic renewal of his/her appointment, or continued employment/appointment and any such renewal shall be wholly within the discretion of TAUCOM. Faculty members shall be notified of the decision not to renew said appointment, no later than 30 days before the expiration date of the faculty member's current appointment. A faculty member who wishes to resign must give notice as specified in the employment contract.

There is no right to a grievance hearing or appeal if the University chooses not to renew an appointment, or a faculty member resigns.

Dismissal

A faculty member may be dismissed for unprofessional behavior, after review and consent by the Chief Academic Officer and Provost. Faculty appeals and/or grievances related to the dismissal or disciplinary process may be reviewed through the grievance process.

Examples of cause for dismissal of a faculty member include, but shall not be limited to the following:

- Unprofessional conduct adversely affects the performance of duties or the meeting of responsibilities to the college, students, or associates.
- Neglect of professional responsibilities.
- Moral turpitude adversely affects the performance of duties or the meeting of responsibilities to the college, students, or associates.
- Mental or physical disablement of a continuing nature adversely affects the performance of duties or the meeting of responsibilities to the school, or students or associates.
- Professional incompetence.

TENURE TRACK

TAUCOM does not utilize a tenure system and continued employment and/or contract renewal is not guaranteed. To ensure continued high educational standards, each course and faculty member is evaluated as per the appraisal processes described in this manual.

FACULTY EVALUATION

After every semester, faculty members receive performance reviews during a one-on-one session with the Chief Academic Officer-COM. During these sessions, the Chief Academic Officer reviews the teaching evaluations (Course and Faculty), research / scholarly activities, and where appropriate, involvement in patient care. The session culminates with recommendations by the Chief Academic Officer on measures to be taken by the faculty for better performance. Faculty and course evaluation results are compiled by the Assistant Dean of Academic Affairs (For Basic Science) and Associate Dean of Clinical Science (for Clinicals). This is then shared with the Chief Academic Officer who provides feedback to the faculty and identifies corrective actions.

ANNUAL FACULTY & HOD PERFORMANCE REVIEW

An annual Assessment of the Performance of the Basic Science Head of the Departments and faculty is conducted primarily by the College of Medicine Chief Academic Officer in consultation with along with the Assistant Dean of Academic Affairs. The assessment is based on measurable outcomes: student performance, student surveys, and overall student performance in the course.

An annual Assessment of the Performance of the Clinical Head of the Departments is conducted by the Chief Academic Officer along with the Associate Dean of Clinical Affairs and the respective Assistant Dean of Clinical Sciences. These assessments are carried out during the site visits and using other measures such as performance on clinical exams course evaluation, student evaluations, research activity, and other scholarly activity. The evaluation reports are submitted to the provost for review and evaluation, and to inform the planning for iterative improvements in the next academic year.

FACULTY SALARY AND BENEFITS

Pay Schedules

TAUCOM fiscal year begins on the first date of January and terminates on the last date of December. Faculty salaries are paid in 12 monthly installments during the fiscal year. Salary will be given on the last working day of every month. If the last working day of the month is a holiday, the salary will be credited the day before the last working day. A promotional salary increase will be generally given to each full-time faculty member who is promoted to a professorial rank or from one professorial rank to another.

Standard Benefits

Accommodation:

Provisions for furnished accommodation with all basic amenities will be provided to all faculty members. The details regarding accommodation will be provided in the employee contract.

Other Benefits:

Faculty employed on a full-time basis are entitled to certain benefits provided by the TAUCOM as applicable and confirmed during the appointment. These benefits include:

- Visa process, if applicable

- Travel allowance
- Faculty recreation/ retreat
- Paid leave to attend a conference.
- Research fund
- Medical insurance
- Publishing allowance

Leaves

Vacation Leave:

Faculty is eligible to take four weeks of paid vacation upon completion of the contract. The vacation is expected to be planned in conjunction with the TAUCOM semester breaks.

Casual Leave:

Other than vacation leave, a faculty is entitled to take up to 12 days of casual leave per year.

Sabbatical Leave:

Sabbatical leave will be offered to the faculty on tenure as a means of offering faculty members an opportunity for career enhancement and further development. The sabbatical leave shall be granted to the academic personnel on tenure for professional activities such as research, collaboration with other institutions in research or academic endeavors, writing of books, and monographs, and visiting universities or centers to develop a research proposal, further increase in knowledge such as post-Doctoral fellowship.

Requests for sabbatical leave must be submitted no less than six months before the start of the proposed leave. The application will be forwarded through the Assistant Dean of Academic Affairs to the Chief Academic Officer, of the College of Medicine.

Illness and Disability:

In instances of brief illness or disability (less than one month), faculty should promptly inform the Assistant Dean of Academic Affairs and the Chief Academic Officer and apply for the leave. Leaves due to illness and/or disability would be compensated as per and through the National Insurance Scheme.

ACADEMIC CALENDAR

TAUCOM operates on a semester-based system for the delivery of the MD Program. The total length of the Basic Science MD program is 80 weeks (four semesters of 20 weeks each, MD1 to MD4). The period for the transition semester is 15 weeks followed by 48 weeks of core clinical clerkships (2 cores of 12 weeks each and 4 cores of 6 weeks each) and 28 weeks of elective clinical clerkships (7 electives of 4 weeks each), MD5 to MD8. The academic calendar is prepared and published by TAUCOM every academic year. This provides information on registration dates, final examinations, commencement exercises, etc. Faculty are advised to familiarize themselves with this calendar. Changes to these schedules are published by the Chief Academic Officer's Office.

COURSE SCHEDULES

The scheduling of courses is determined by the Assistant Dean of Academic Affairs in consultation with HOD's. These schedules are published before the beginning of each semester and disseminated to all faculty and staff.

CONTINUING MEDICAL EDUCATION

The TAUCOM policy encourages the faculty to avail the opportunities for continuing medical education (CME) and acquire CME credits as much as possible through the following:

- TAUCOM coordinated seminars, workshops, and conferences.
- National, regional, and international conferences
- Online CMEs offered by reputable websites.

Faculty members are encouraged to attend conferences/ seminars. The faculty can use up to a week (five working days) with full pay to attend these seminars. However, exceptions on extended paid/ unpaid leaves can be requested and are reviewed by the Chief Academic Officer's Office on special circumstances on a case-to-case basis. Any seminar request must be approved by the Chief Academic Officer.

REQUIRED FACULTY ORIENTATION

All new faculty, including new clinical preceptors, are required to complete a new faculty orientation session, which will include an orientation to TAUCOM, its mission statement, MD program objectives, the administrative structures curriculum overview, etc. This orientation will be run on-site each term, and available as self-directed learning modules for off-site faculty.

Additional mandatory HR training may be periodically required, as per the requirements of the TAUCOM regarding compliance policies such as anti-harassment, etc. This is communicated by HR as needed.

FACULTY PROFESSIONAL CONDUCT

Professional Responsibilities and Expectations

Members of faculty must perform their duties as outlined in their employment contract/appointment letters, and the Faculty Handbook. These duties will vary based on their academic track and will include, but are not limited to:

- **Responsibility to an academic discipline/content area**
Each member of the faculty should contribute to curriculum review, program planning, innovation, and scholarly productivity, and actively participate in professional societies, especially keeping abreast of the latest research and development in their disciplines, as per the stated requirements for their respective academic track.
- **Responsibility as a Professional educator**
Each member of the faculty should be an effective medical educator, adhere to decisions made by the Curriculum Committee, and provide high-quality and meaningful education to the satisfaction of TAUCOM.
- **Responsibility to TAUCOM**

Each member of the faculty should participate in non-classroom activities, and service to the COM community such as committee work and appropriate administrative work.

It is the function of the relevant HoD and the associate and assistant deans to ensure that all faculty are fulfilling their responsibilities. The Assistant Dean of Academic Affairs will meet regularly with faculty to establish they are meeting the expectations.

Expectations for all faculty include.

- Prompt attendance at all assigned educational activities.
- Obtaining written approval from the Assistant Dean of Academic Affairs and Chief Academic Officer a minimum of 30 days in advance to be absent from their duties. If an urgent or emergent delay or absence occurs, the Assistant Dean of Academic Affairs must be informed as soon as possible.
- Faculty who fail to return by the specified date, and who do not have an LOA to cover that period will be placed on unpaid leave until they are directed to return to work and may be subject to dismissal.
- Compliance with the policies of hospitals/healthcare facilities, for clinical faculty at affiliated hospitals, as applicable.
- That the expected time in the office (i.e., on-campus work hours) for all basic sciences faculty is at a minimum from 8 am to 5 pm Monday to Friday with an expectation of a minimum of 40 hours a week. Some after-hours or weekend hours may also be necessary as needed.
- Content delivery and time-in-office take place on campus. Remote or online work is not permitted unless determined to be necessary by the College of Medicine Administration, regarding exceptional circumstances, e.g., infectious disease outbreaks, natural disasters, or severe weather.

ACADEMIC FREEDOM

TAUCOM strongly believes that academic freedom is essential in institutions of higher education and is fully committed to academic freedom and the transmission, advancement, and preservation of knowledge for its academic community and the community at large. TAUCOM thus strives to provide quality education to its students in an environment that encourages, nurtures, and supports learning through the free and open exchange of ideas, for the betterment of humankind.

The rights of the faculty member and the student to academic freedom, however, carry with them duties and responsibilities. The faculty member is entitled to full freedom to engage in research, scholarship, and creative work and to publish or produce the results, subject to the responsible performance of these and other academic duties. The faculty member of TAUCOM is likewise entitled to freedom in teaching and discussing the subject matter. Yet as in research, the concomitant of this freedom must be a commitment to accuracy and integrity.

The faculty member is expected to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not speaking for the institution unless explicitly authorized to do so.

CONFLICT OF INTEREST & CONFLICT OF COMMITMENT

TAUCOM faculty must adhere to the highest ethical and professional standards. Good judgment is essential, and no set of rules can adequately address potential conflicts. If Employees have questions concerning a

potential conflict of commitment or conflict of interest, they must first discuss these concerns with their supervisor. Real or apparent conflicts must be managed or disclosed.

Conflicts of Commitment

TAUCOM faculty must commit their primary professional and intellectual energy to support TAUCOM's mission of excellence in education, research, and service. A Conflict of Commitment occurs when an Employee's professional time or energy is devoted to outside activities adversely affecting their capacity to satisfy their obligations to TAUCOM.

Conflicts of Commitment usually involve time allocation. For instance, when an employee attempts to balance their university responsibilities with outside activities such as consulting or volunteering, they may be left with inadequate time to fulfill their responsibilities adequately.

Employees wishing to engage in an outside activity that may present a Conflict of Commitment—however insignificant it may seem to the Employee—must disclose the outside activity to their supervisor and receive approval before engaging in the outside activity. Irrespective of disclosures, it is the responsibility of supervisors (in the case of Faculty, their department HoDs, and Deans) to identify and manage any Conflicts of Commitment undertaken by their direct reports.

If TAUCOM determines an outside activity will result in a Conflict of Commitment, the University may, in its sole discretion, prohibit the individual from engaging in the activity; require the individual to take personal time off or a leave of absence to participate in the activity or implement other measures the University deems reasonably necessary.

Conflict of Interest

Faculty must avoid situations that interfere with—or reasonably appear to interfere with—their professional obligations to the TAUCOM. Such situations might create an appearance of impropriety and, therefore, must be disclosed.

Activities in which they wish to engage. When the TACUOM determines a Conflict of Interest may exist with an Employee, TAUCOM may, in its sole discretion, prohibit the individual from engaging in the activity presenting a potential conflict; take actions to limit the individual's activity, or implement other measures TAUCOM deems reasonably necessary to eliminate the potential conflict.

COPYRIGHT POLICY

TAUCOM respects the rights of authors and publishers under the Copyright Law. This system protects faculty members and the TAUCOM from inadvertent copyright infringement. To obtain the necessary permission from publishers promptly, faculty members must submit requests at least three months in advance of when the materials will be needed. A faculty member who makes use of a copy service to reproduce, without permission, copyrighted materials for use in TAUCOM courses does so in explicit violation of TAUCOM policy and will be subject to both legal liabilities and appropriate disciplinary action.

ACADEMIC INTEGRITY

It is the direct responsibility of faculty to encourage free inquiry and expression and to provide an academic environment in their classrooms and in their contact with students that reflects a high standard of integrity and is conducive to learning.

Under the TAUCOM code of faculty obligations relating to academic integrity, faculty are expected to conduct themselves professionally, as summarized below:

- To promptly conduct their classes on time when scheduled.
- To provide and be available at reasonable times for appointments with students.
- To make appropriate preparations for classes and other learning sessions.
- To perform their grading duties and other academic evaluations promptly.
- To describe to students the period in which a student may add or drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course, and announce the methods and standards of evaluation including the importance to be assigned to various factors in academic evaluations and in advance of any evaluation, the permissible materials or references allowed during evaluation.
- To conduct and report all academic evaluations with professional judgment without any bias of any kind.
- To respect the confidentiality of information regarding a student contained in TAUCOM records and to refrain from releasing such information, except with student consent or as may be permitted by law.
- Not to exploit their professional relationship with students for private advantage and to refrain from soliciting the assistance of students for private purposes in a manner that infringes upon such students' freedom of choice.
- To give appropriate recognition to contributions made by the students to research, publication, and community service or other activities.
- Refrain from any activity that involves risk to the health and safety of a colleague staff or student. If in a rare case, the faculty must conduct an activity that might have some risk involved, it should be done with the student's informed consent and Institutional Review Board (IRB) approval per the TAUCOM policy relating to the use of human subjects in experimentation.
- To respect the dignity of students individually and collectively in the classroom and other academic contexts.
- Sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation.
- Loss of personal civility including shouting, personal attacks, or insults, and displays of temper (such as throwing objects)

STUDENT ADVISING & MENTORING

Faculty members are assigned as advisers to support students facing academic as well as nonacademic difficulties. All students are assigned to faculty advisers at the beginning of the semester and faculty are expected to meet with their assigned students at least two times a semester.

Faculty also act as academic mentors for those students who face academic difficulty during the semester. Students who are facing problems with their academic performance are assigned to a faculty mentor from the specific course. Mentors are required to interact with the students regularly as per the schedule to help them overcome academic challenges. These interactions with faculty mentors are aimed at providing solutions and effective strategies and developing an educational plan to deal with academic issues.

COLLECTIVE BARGAINING AND THE RIGHT TO FREEDOM OF ASSOCIATION

At TAU, the right to freedom of association involves the right of individuals to interact and organize among themselves to collectively express, promote, pursue, and defend common interests.

The freedom of association is, therefore, a prerequisite to collective bargaining, which is defined as “negotiation between employers or employers' organizations and workers' organizations, with a view to the regulation of terms and conditions of employment using collective agreements.” In other words, “a way for workers and employers to reach agreement on issues affecting the world of work.”

CHILD LABOR PROTECTION AND FORCED LABOR

The foundation of Texila American University's (TAU) ‘No Child Labor and Forced Labor Policy’ is based on the TAU’s commitment to finding practical, meaningful, and culturally appropriate responses to support the elimination of such labor practices. It has been formulated in consideration of the acts. It therefore endorses the need for appropriate initiatives to progressively eliminate these abuses.

Texila American University (TAU) does not employ any person below the age of eighteen years at the workplace. Texila American University (TAU) prohibits the use of child labor and forced or compulsory labor at all its units. No employee is made to work against his/her will as bonded/forced labor or be subject to corporal punishment or coercion of any type related to work.

PROVISION FOR PEOPLE WITH DISABILITY

Texila American University is committed to providing reasonable accommodations to qualified staff members with disabilities to ensure equal access to employment opportunities, job performance, and career advancement. Accommodations may include, but are not limited to:

- Modification of work schedules
- Provision of assistive technologies or specialized equipment
- Adjustments to job duties or responsibilities
- Workplace modifications for accessibility

FACULTY POLICIES

Faculty Development

The Assistant Dean of Academic Affairs is responsible for scheduling and conducting Faculty Development Programs (FDP) within or outside the campus and encourages the faculties to participate in various external events/ programs related to FDP under the guidance/ supervision of the Chief Academic Officer.

The Assistant Dean of Academic Affairs regularly conducts a variety of workshops, seminars, and conferences for all faculty members including the preceptors teaching in the clinical setting in the following domains/ areas:

- Teaching and Assessment
- Instructional design and curriculum development
- Scholarly activities include writing, conducting research, presenting at conferences, etc.

- Leadership, administration, and organizational development
- Personal and professional development

The Standard for the Teacher-Learner Relationship

TAU is committed to fostering a positive environment that promotes academic and professional success in teachers and learners at all levels within TAUCOM. We strive for an atmosphere that emulates mutual respect, safety, unity, kindness, fairness, professionalism, and trust.

While TAU believes that both teachers and learners bear significant responsibility in creating and maintaining this environment, it is also vital to note that teachers also bear responsibility concerning their roles regarding students' work and modeling appropriate professional behaviors.

Obligations in the Teacher/ Learner Relationship

Teachers

- Be on time for class and be prepared to present to lecturers.
- Treat all learners equally regardless of age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation. Do not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student.
- Provide learners with the most current materials in an effective format for learning.
- Treat all learners fairly, respectfully, and without bias.
- Give learners timely, constructive, and accurate feedback and opportunities for improvements/remediation when necessary.
- Avoid the embarrassment or humiliation of students.

Learners

- Be on time for class, didactic, investigatory, and clinical sessions.
- Students shall not walk out of the class without appropriate permission from the class teacher.
- Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation.
- Commit the time and energy to their studies necessary to achieve the goals and objectives of each course.
- Treat all fellow learners and teachers with respect and fairness.
- Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.
- Be trustworthy and honest.

Behaviors that fall outside the standards of the teacher-learner relationship

Any behaviors that show blatant disrespect for others or lack professionalism in interpersonal conduct are deemed as behaviors that fall outside the standards of the teacher-learner relationship at TAU. Certain behaviors/actions are inappropriate and will not be tolerated by the institution. These include, but are not limited to the following:

- Offensive/ abusive conduct, mistreatment, unprofessional behavior, lack of proper judgment

- Unnecessary physical contact or threats of the same (e.g., kicking, hitting)
- Unlawful discrimination of any form including in teaching and assessment based on age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation.
- Sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation.
- Requiring students to perform personal chores (e.g., running errands)
- loss of personal civility including shouting, personal attacks, or insults, and displays of temper (such as throwing objects).
- Disrespectful or unprofessional behavior may dispute the student's educational experience.
- Use of grading and other forms of assessment in a punitive manner
- Spoken to in a sarcastic or insulting manner.
- Intentionally neglected or left out of the communications.
- Subjected to offensive remarks or names.
- Belittled or humiliated
- Required to perform personal services (i.e., babysitting, shopping)

Avenues for addressing mistreatment

While it is hoped that the principles expressed above are generally practiced and respected throughout the institution, there may be occasions when the intensity and pace of study and work, and the differing expectations of members of our diverse community may lead to alleged or real incidents of unprofessional behavior directed towards students and teachers as well. When this happens, TAUCOM is committed to establishing the facts through a fair process, which respects the rights and confidentiality of the involved parties. Issues of sexual harassment, bullying, and cyberbullying are addressed in the respective policies.

Procedures for reporting student concerns regarding mistreatment

Several avenues are open to any student who experiences an incident of inappropriate behavior, mistreatment, or physical or sexual harassment. Students are encouraged to report incidences of mistreatment via different avenues:

- Students can confidentially report concerns about mistreatment to the Assistant Dean of Student Affairs Students, or any of their faculty, faculty advisors, or student affairs coordinators on campus. The Assistant Dean of Student Affairs oversees a respectful learning environment for medical students.
- Using the student grievance portal in the ERP (online)
- Students evaluate faculty periodically and may report mistreatment through these tools. These evaluations are reported to the HoD and the Assistant Dean of Student Affairs
- Mistreatment based on sexual harassment or discrimination must be reported through the Assistant Dean of Student Affairs or the Chief Academic Officer (based on circumstance).

The mechanism for investigating student mistreatment.

The Assistant Dean of Student Affairs is responsible for the oversight of the mistreatment of students. Based on the nature of the mistreatment, the Assistant Dean of Student Affairs may report the mistreatment to the Chief Academic Officer.

Procedures Regarding Teachers' Concern on inappropriate behavior

If a teacher feels that a learner has engaged in inappropriate behavior, he/she is encouraged to report such incidents to the Chief Academic Officer.

The mechanism for Investigating teacher's concerns regarding inappropriate behavior

Within five (5) days of a formal report, the Student / Staff Disciplinary Committee (ad-hoc) will meet to review the facts of the complaint and may order an investigation. The committee will hold all materials confidential. The accused may attend the hearing and will be offered the opportunity to rebut the complaint.

If a faculty member is not satisfied with the decision of the disciplinary committee, he/she can appeal to the Appeals and Grievances Committee, through the appropriate channel.

Retaliation and false claims

Retaliation against a person who reports, complains of, or provides information in a mistreatment investigation or proceeding is prohibited. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion. A person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, will be subject to disciplinary action and, in the case of students, will be considered a violation of the institution's Code.

Faculty Conference and Publication

As per TAUCOM, faculties (Assistants, Associate, and Professors) are entitled to attend one international conference per calendar year. Faculty are also eligible to get reimbursement towards the cost of publication in an indexed journal annually.

Conference

Upon completion of one year of service, faculty becomes eligible to attend one international conference sponsored by TAUCOM. The conference should be directly related to the faculty's area of expertise or other areas as approved by the Chief Academic Officer.

An official letter must be submitted to the Chief Academic Officer requesting permission to attend the conference along with the proposed budget and conference details. The Chief Academic Officer will review and approve (or deny) based on the merits and faculty's areas of interest. Upon approval, details are forwarded to the finance office.

Publication

Upon completion of one year of service, faculty becomes eligible for the cost of publication in peer-reviewed journals. To be eligible the work or part of the work to be published must be done at TAUCOM and the authors' affiliation to TAUCOM must be clearly stated on the paper. The paper resulting from Research Projects funded by TAUCOM must be indicated in the acknowledgment.

Faculty are expected to request to the Research Committee his or her intent to publish the article in a peer-reviewed journal. Faculty should also submit a copy of the paper for approval. The research committee will review and approve (or deny) based on the merits of the paper and publication and faculty teaching interests. Upon approval, details were forwarded to the finance office.

Entitlements

- Conference Registration
- Travel and lodging expense
- All combined will be provided as a reimbursement after the event for a maximum of USD1000.
- For publication a maximum of USD 250 towards the publication fees.
- Faculty members are expected to make a presentation to all the other faculty after the event or after the successful publishing at one of the FDP sessions.

Training and Development Leave Policy

This policy is intended to provide a clear statement of the provisions for the faculty of TAUCOM to be able to avail leaves for their professional development and training that would address both the individual and institutional needs towards faculty training and development and reflect the organization's overall philosophy on learning.

Process of application for leave:

Faculty members interested in leave for training and development should apply for the Chief Academic Officer, through the Assistant Dean – Academic Affairs and give due notice in the form of leave of absence through the TATVA online portal at least one month before the date of leave.

The application will be reviewed on the following criteria:

- The strength of the proposed training and development activities.
- The value of the proposed activities to the educational, research, and service mission of the TAUCOM.
- The length of the leave period and alternative availability to share the academic workload.
- The expected positive outcomes of the training development initiative.

TAUCOM encourages faculty to apply for leave to attend the training and development program as per the following periods and frequencies:

- During term breaks which fall in February and August of each year.
- During the holiday season and breaks when classes are not being conducted.

Expenses incurred towards the training and development will be pre-approved by the Chief Academic Officer, based on the relevance and importance of the faculty development program.

Faculty Load Assignment Policy

The workload for the faculty of the TAUCOM is divided into the following categories:

- Instructional Duties—at least 60%
- Research, Scholarship, and Creative Activities—at least 30%
- Administrative Duties—at least 10%

The policy is designed to be flexible enough to allow the faculty to carry out various tasks. The Assistant Dean of Academic Affairs in consultation with HoDs is responsible for determining individual faculty teaching loads. The Chief Academic Officer is responsible for review and approval.

The primary basis of assigning load to faculty members shall be the areas of their specialization, academic background, and experience.

It is expected that faculty members will be required to attend all the institutional activities, including but not limited to meetings, seminars, symposia, training, research-related activities, community activities, and workshops.

Faculty Code of Conduct

The following offenses represent breaches of that trust and violations of the TAUCOM Faculty Code of Conduct:

- Plagiarism
- Forgery or unauthorized alteration or use of TAUCOM documents, records, or identification materials
- Knowingly furnishing false information to TAUCOM or failing to acquire and maintain appropriate licensure and certification required for supervision and practice.
- The use of violent or other forceful methods to obstruct the functions of the TAUCOM, which include teaching, research, administration, public service, presentations by guest lecturers and speakers, and other authorized activities.
- Physical abuse of any person on TAUCOM-owned or controlled property or at TAUCOM-sponsored or supervised functions or conduct that threatens or endangers the health or safety of any such person.
- Executing professional responsibilities related to teaching, research supervision, committee work, and similar faculty responsibilities that involve a student related to the faculty member.
- Theft of or negligent damage to the TAUCOM or the property of a member of the TAUCOM community or a campus visitor.
- Unauthorized entry to or use of TAUCOM facilities or resources.
- Unlawful manufacture, distribution, dispensing, possession, or use of controlled substances, or any substance the possession or distribution of which is regulated by the laws of Guyana,
- Discrimination and/or misconduct as determined under the standard for the Teacher-Learner Relationship.
- Lewd, indecent, or obscene conduct or language on TAUCOM-owned or controlled property or at a TAUCOM-sponsored or supervised function.
- Unprofessional conduct: that is, behavior that a reasonable person in a professional setting would find inappropriate, rude, disorderly, or offensive, and that is persistent, destructive, and/or intimidating.
- Violation of other promulgated TAUCOM policies or rules.
- Conviction of a criminal or civil offense that reflects negatively upon the TAUCOM.

Quality Assurance and Continuous Quality Improvement Policy

Policy Statement

Texila American TAUCOM College of Medicine shall maintain a quality assurance (QA) and continuous quality improvement (CQI) program that regularly monitors the quality of the medical education program. The program includes monitoring to ensure that accreditation standards are being met. Additionally, an ongoing set of quality improvement efforts to address areas of the medical education program identified as potential opportunities for advancement are monitored.

Policy Guidelines

1. The Chief Academic Officer of the College of Medicine or his/her designee has the core responsibility for and authority to manage the effort of such monitoring and manage the process of continuous quality improvement.
2. There needs to be a system for ongoing review of the program about accreditation standards.
3. The process is to be mapped toward accreditation requirements and review timelines to be maintained for these requirements.
4. Standards or elements to be monitored include but are not limited to:
 - a. Standards relating to Accreditation and Licensing (ACCM, CAAM-HP, and NAC)
 - b. Current policies and their implementation
 - c. Elements that directly or indirectly affect the core operations of the school.
 - d. Additional elements will undergo regular monitoring as part of the annual program evaluation.
5. Applicable standing committees and or departments receive the results of monitoring for analysis and review. The applicable senior leader or the chair is responsible for acting upon the results.
6. The senior leader/committee responsible for reviewing the performance in elements has a responsibility to develop recommendations and timelines for the correction of identified deficiencies.
7. The Officer in charge of the Office of Quality Assurance acts as the liaison between senior leaders/committees responsible for making recommendations and those who will be responsible for carrying out the recommendations to ensure that specified corrections are made and that the resulting outcomes are evaluated.
8. Quality improvement plans with defined intervention(s) and outcome metrics may be proposed by individuals or groups of students and/or faculty and submitted to the appropriate committee(s) or senior leaders for evaluation and approval. Implementation of approved projects is conducted by the appropriate committee(s) and monitored by the Quality and Compliance Officer with results and reports sent to the appropriate committee and the Chief Academic Officer.

Faculty Disciplinary Actions

Grounds for Disciplinary Action

Disciplinary procedures provide an administrative mechanism to determine whether actions by a faculty member breach the standards. Grounds for disciplinary action include, but are not limited to, the following:

- Incompetent performance of professional duties.
- Neglect of academic duty.
- Misconduct in research, including falsification, fabrication, or theft of data or samples.
- Unauthorized use of privileged information.
- Abuse of authorship/ plagiarism.
- Significant failure to comply with TAUCOM rules governing research.

- Conviction of a felony.
- Unprofessional conduct sanctioned by a lawfully constituted authority, such as, but not limited to, loss of the license to practice medicine.
- Sanction by a professional entity such as a hospital, grant-funding agency, or professional society.
- Unlawful conduct obstructs the orderly functioning of the medical school.
- Gross personal misconduct.
- Other egregious conduct that violates the faculty rules of the medical school.
- Breach of faculty code of conduct.

Faculty Disciplinary Procedures

The Disciplinary Committee of the College of Medicine has standing members and members appointed by the Chief Academic Officer based on the nature of the disciplinary issue. This committee also deals with charges against faculty members initiated by the administration that may lead to the imposition of a major sanction such as suspension or dismissal. This committee also deals with appeals from faculty members in cases where the administration has imposed a minor sanction such as a reprimand.

Faculty Grievance

The faculty (grievant) should address their concern initially with their respective Head of the Department (HOD). If the issue remains unresolved, or the issue concerns the HOD, the faculty then addresses the issue with the Assistant Dean of Faculty Affairs. If the grievance remains unresolved then it is referred to the Chief Academic Officer, who will, depending on the nature of the grievance, constitute an ad-hoc committee comprising of full-time faculties to review and make recommendations to the Chief Academic Officer. After approval from the Chief Academic Officer, the decision regarding grievance redressal is shared as a written notification to the grievant and all parties involved.

GOVERNANCE COMMITTEES

The standing committees of TAUCOM are the Faculty Executive Committee, the Strategic Planning Committee, the Curriculum Committee, the Program Evaluation Committee, the Admissions Committee, the Student Promotion and Graduation Committee, The Appeals and Grievance Committee, the Research Committee, and the Faculty Appointment and Promotion Committee. In addition to the governance committee, there is a faculty senate that provides an avenue for faculty members to raise any of their concerns to the Chief Academic Officer. All faculties are members of the Faculty Senate. All full-time faculty members are expected to serve on one or more of the committees. Contributions to the committee activities are a requirement for the faculty appointment.

Faculty Executive Committee

The faculty executive committee acts as the primary conduit of information and ideas into and out of the faculty concerning all-college issues and policies; oversees faculty governance and faculty participation in all-college governance; and acts as Faculty Observer of the Board of Trustees.

Strategic Planning Committee

The Strategy and Planning Committee is a standing committee of the TAUCOM and is responsible for overseeing the strategic planning for all aspects of the College of Medicine and assessment of the implementation of the college plans in the context of the college's vision, and mission.

Curriculum Committee

Govern all aspects of the TAU-COM curriculum including its design, delivery, management, evaluation, and revision. The following sub-committees of the Curriculum Committee report to the committee:

- a. *Basic Science Curriculum Sub-Committee*
- b. *Clinical Curriculum Sub-Committee*

a. Basic Science Curriculum Sub-Committee

Responsible for coherent and coordinated design, management, and evaluation of the TAUCOM basic science curriculum and for ensuring that it is consistent with the mission, policy, and educational goals of the MD program and with global accreditation standards. This committee enables the coordinated and collaborative implementation of the basic science curriculum through integrated representation of the various basic medical science disciplines and the clinical disciplines, to provide students with a comprehensive foundation in the knowledge, skills, behavior, and attitudes that are essential for effective, efficient, and socially accountable patient care, and, to prepare students for the clinical phase of their medical education.

b. Clinical Curriculum Sub-Committee

Develop, monitor, manage, review, and implement the Clinical Curriculum, provide a forum for discussion of issues relating to clinical rotations; assessment, evaluation, and provide feedback and recommendations to the Curriculum Committee. This covers mainly issues of interest specific to clerkship including core clinical rotations and their formal academic curriculum. The Clinical Curriculum Sub-Committee is also for the management of the attached policies and SOPs that are exclusive to Clerkship. The committee also acts on an advisory basis to the Basic Science Curriculum Committee.

The Clinical Curriculum Sub-Committee oversees the implementation of the clinical curriculum to achieve the mission of TAUCOM. The committee recommends to the ECC for approval the global and learning objectives of clerkships and prepares the clerkship schedule. Further, the committee determines the types of patients, students should observe during each core clerkship. The Committee also reviews the evaluations of clerkships, teachers, and residents by students, and presents the data to the CC for action.

Program Evaluation Committee (PEC)

PEC is responsible for the regular evaluation of activities related to the development, implementation, and monitoring of medical programs. The committee presents its findings and reports to the faculty executive committee (FEC), for analysis, guidance, and directions.

Admissions Committee

The Admissions Committee is the body responsible for screening suitable candidates, rejecting unsuitable candidates, and conducting interviews. The final responsibility for accepting students to the Texila American University College of Medicine (TAUCOM) rests with the Admissions Committee.

Student Promotion and Graduation Committee

This committee is responsible for reviewing the academic progress of students enrolled in the MD program. It decides on the suitability of each medical student for the practice of medicine. In its review of student files, the committee considers all issues related to academic performance, including professionalism. The committee makes decisions relative to the retention and promotion of students and determines whether a student is making satisfactory academic progress. It also has the responsibility of assuring that due process and the rules and policies of TAUCOM are followed.

The Appeals and Grievance Committee

The purpose of this committee is to address the concerns of the students who believe they have been treated unfairly, discriminated against, or have had their rights abridged. TAU's Appeals and Grievance Committee is the investigative and judicial arm in matters involving grievances of any member of the TAUCOM community against the TAUCOM or other members of the community. These grievances do not include academic matters (e.g., grades and promotions). They also do not include challenges to the TAUCOM's educational and academic policies.

Research Committee

The committee is responsible for developing, implementing, monitoring, and reviewing policies, guidelines, and procedures for establishing, servicing, and strengthening the College of Medicine's key research objectives and advising the students and faculties on developing and maintaining research performance.

Faculty Appointment and Promotion Committee (FAPC)

The principal objective of FAPC is to assist the Dean, and the Faculty Executive Committee (FEC) in fulfilling their functions by providing timely advice on faculty appointments, reappointment, promotion & tenure. The committee is also responsible to prepare and disseminate the faculty policies to all the stakeholders of TAUCOM.

Disciplinary Committee

The disciplinary committee is the judicial arm of the committee and is responsible for all decisions relating to student discipline. The committee consists of ad hoc members who are chosen by the Chief Academic Officers based on the disciplinary issue. Students are also part of the ad hoc members when needed.

The Faculty Senate

The purpose of the Faculty Senate shall be to represent and serve as a voice for the faculty members of TAUCOM. The Faculty Senate shall provide a forum for discussion and communication and shall collaborate with the Chief Academic Officer on matters related to the betterment and progression of the institution.

The Faculty Senate provides a platform other than the standing committees for all the faculty members to raise their concerns or present their opinions regarding institution-related matters.

The Faculty Senate shall on its initiative consider matters of concern to TAUCOM and shall also consider any matter brought by any of the faculty members. The Faculty Senate will make proposals and recommendations to the FEC for consideration and appropriate action.