



TEXILA
AMERICAN
UNIVERSITY



FACULTY HANDBOOK

Contents

INTRODUCTION	3
VISION, MISSION & PROGRAM OBJECTIVES	4
TAUCOM ORGANIZATIONAL STRUCTURE	8
BOARD OF TRUSTEES	8
ADMINISTRATION	8
FACULTY BY-LAWS	10
FACULTY RECRUITMENT	10
FACULTY RANKS AND STATUS	11
FACULTY APPOINTMENT AND PROMOTION	13
TENURE TRACK	16
FACULTY EVALUATION.....	16
ANNUAL FACULTY & HOD PERFORMANCE REVIEW	16
FACULTY SALARY & BENEFITS	16
ACADEMIC CALENDAR	17
COURSE SCHEDULES	18
CONTINUING MEDICAL EDUCATION.....	18
REQUIRED FACULTY ORIENTATION	18
FACULTY PROFESSIONAL BEHAVIOUR	18
ACADEMIC FREEDOM	19
CONFLICT OF INTEREST.....	20
COPYRIGHT POLICY	20
ACADEMIC INTEGRITY.....	21
STUDENT ADVISING & MENTORING	21
FACULTY POLICIES.....	22
GOVERNANCE COMMITTEES	31

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 assure 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 on the basis of 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.

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

The mission of Texila American University College of Medicine is to advance the health and well-being of society by creating health professionals who are compassionate and committed to professional excellence, by creating a scholarly environment that fosters excellence in the lifelong goals of education, research activity, and compassionate patient care and by promoting curiosity and critical inquiry in an inclusive environment enriched by diversity.

Goals

- To create Health Professionals for excellence in the contemporary world of tomorrow
- To create Doctors with compassion for the poor and rich alike.
- To instill excitement of health science in young minds.
- To generate awareness in the application of health science and wellness for the welfare of society.
- To provide a supportive global learning and research environment in Health and Allied sciences rising above the geographical and cultural boundaries

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	• Understand and provide preventive, primitive, curative, palliative and holistic care with compassion. • Apply medical knowledge, clinical skills and professional values on their provision of high – quality care. • Collect and interpret information, make clinical decisions, and carry out diagnostic and therapeutic interventions.
MGA-2	Scholar	• Demonstrate a lifelong commitment to continually enhancing practice. • Seek out and use science 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	• Educate peers, patients, families, public, colleagues and other healthcare professionals using methods appropriate for each audience.
MGA-4	Communicator	• 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	• Develop partnerships with patients and families to navigate the health care system to improve individual health outcomes. • Promote public wellbeing through creating awareness of important health issues including disease prevention, health promotion, health protection and health equity.
MGA-6	Leader	• 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	• Pursue common goals with other professionals in the health care environment and community, through building relationships based on trust, respect, effective communication and willingness to learn from others.
MGA-8	Professional	• Demonstrate a commitment to ethical practice, high personal standards of behavior, accountability to the profession, ongoing professional development, and maintenance of personal wellbeing.
MGA-9	Lifelong learner	• Commitment to continuous improvement of skills and knowledge in pursuit of personal and professional development.
MGA-10	Ethically and Socially responsible	• Ability to recognize, reflect and respond appropriately to the 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

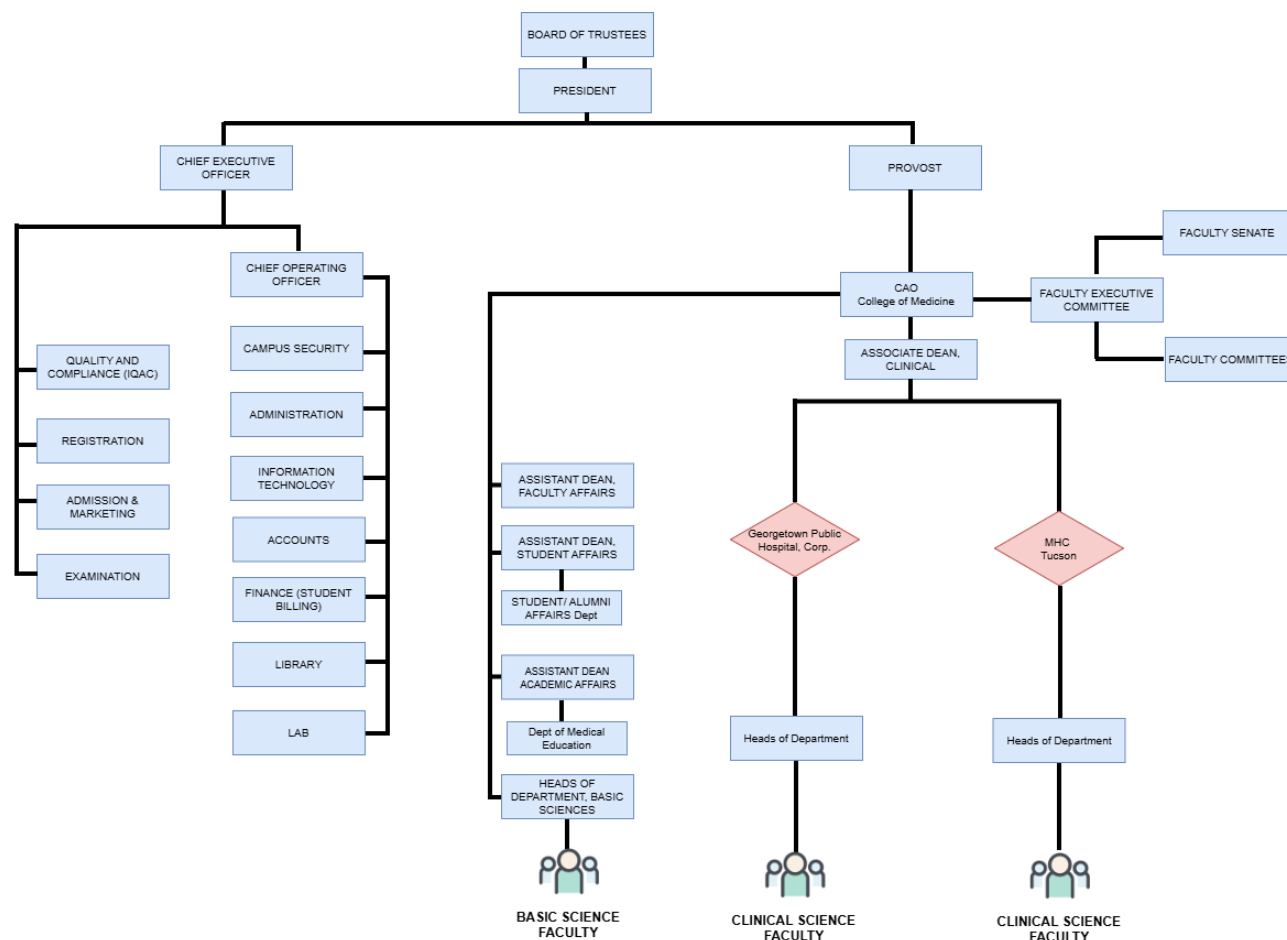
The aim of personal and professional development is to help medical graduates manage their own learning and growth throughout the career. It is important that medical graduates continue to learn and develop to keep their skills and knowledge up to date and ensure you continue to work safely, legally 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, in order 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 perform relevant physical examinations (c) to correctly identify 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 and treatment and in research. The student should be able to evaluate published findings and to 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, life style, 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, regional, national or international level.	PC-3: Patient Care PC-5: Systems-Based Practice
7	PObj-7: Demonstrate mastery of a variety of skills, such as effective communication during interviewing patients and	PC-2: Professionalism

	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-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 health care 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 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 mission. The Chairperson of the Board of Trustees recommends to the University Board the individual to be appointed as Chief Academic Officer (CAO) and the Dean of the College of Medicine. The Chairperson will also carry out those administrative functions prescribed by the By-Laws of the Board of Trustees.

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 Dean/Chief Academic Officer (CAO)

The Dean/CAO 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 Dean/CAO 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 contracts with faculty; 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 COM.

Associate Dean of Clinical Affairs

The Associate Dean of Clinical Affairs oversees the clinical training program in the US, Guyana and Philippines and reports to the Dean 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 supervision of students.

Assistant Deans

The Assistant Deans report to the Dean across their respective functional areas. The Dean 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:

- ☐ Assistant Dean – Academic Affairs
- ☐ Assistant Dean – Student Affairs
- ☐ Assistant Dean – Faculty Affairs

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 and will be accountable for the effective functioning of their respective departments.

FACULTY BY-LAWS

The organization of TAUCOM, including 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 By 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 here

<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. At TAUCOM, we are committed to fostering a diverse and inclusive workplace. We actively consider and embrace diversity in all aspects of our recruitment process, ensuring equal opportunity for candidates of all backgrounds, experiences, and perspectives. Full time as well as the part time faculty go through the same recruitment process, which has to be approved by the Dean of the College of Medicine.

Faculty Recruitment Process

The HoD can initiate a request for faculty recruitment. The request is submitted to the Dean and upon approval from the Dean, 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 or the Dean will initiate the process of its a new requirement.

The Search Process Outline

The HR office initiates the search process by posting the requirements in various job sites. All applications are submitted online at the TAU website. Applications are pre-screened by the HR department prior to 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 prior to 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 Dean. 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 Dean as to whether the candidate should be offered the position. Based on the committee's decision, the Dean submits a written recommendation to the CAO for final approval. Based on recommendations from the CAO the HR office initiate 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 other approved 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, research, advising undergraduate medical and/or graduate students, residents, fellows, and colleagues.

Associate Professor:

The title of Associate Professor is granted to an individual with qualifications that indicate the potential for 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 other approved 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/or outstanding individual in teaching, clinical training, research, advising undergraduate medical and/or graduate students, residents, fellows, and colleagues.

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 a 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 Masters 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 Masters 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 in teaching and patient care is a requirement.

Faculty Status**Full-time:**

At TAUCOM and its Affiliated Hospitals, full-time faculty members hold one of the following academic titles: Instructor, Lecturer, Assistant Professor, Associate Professor, or Professor. To qualify for these titles, individuals must be employed on a full-time basis by TAU or its affiliated clinical facilities.

Faculty members with these academic titles are primarily committed to advancing the College's mission through teaching, clinical care, research, and/or administrative service and leadership. Regardless of their specific activities or location, all faculty at the same academic rank share the same title.

The criteria for appointment at each academic level reflect the significance of various academic contributions necessary to achieve the goals of the College of Medicine. Initial appointments are recommended for evaluation by the head of the appointing department, the Medical Director of the affiliated hospital or clinical facility, or TAU College of Medicine leadership. Subsequent reappointments are recommended by the head of the appointing department.

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 public health hospitals. 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 Dean 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 or by the Medical Director of affiliated hospital or Clinical Facility, or 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 CAO's approval and may be retroactive to the date of hire. Date of 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 prior to 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 prior to 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 prior to 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 prior to the last day of the current appointment.

Instructor:

Minimum 1-year and maximum 2-year appointment 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 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 prior to the last day of the current appointment.

Visiting Appointments:

The term of 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 prior to 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 HoD in consultation with the Dean prior to 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 HoD, Dean, and relevant associate or assistant dean with respect to 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 granted based on demonstrated and significant additional accomplishments following a faculty member's initial appointment or previous promotion. There is no fixed timeline for applying for promotion; advancement occurs based on merit and achievement.

All faculty members holding the rank of Instructor or higher are eligible to apply for promotion. Faculty members who wish to pursue promotion must initiate the process by submitting a formal request via email to the Faculty Appointment and Promotions Committee (FAPC), including all required supporting documentation.

The FAPC will conduct a thorough review of the submitted documents, which must include an updated curriculum vitae, documentation of teaching experience, research and scholarly activities, professional expertise, and administrative responsibilities. The committee will then prepare a report and submit it to the Dean/Chief Academic Officer (CAO).

Following consultation with the Provost, the Dean/CAO will render a final decision. This decision will be presented to the Faculty Executive Committee (FEC) for approval and subsequently ratified by the Board of Trustees.

The following criteria are carefully considered for the appointment and promotion of faculty members:

- a. **Teaching Experience:** Referring to the length and quality of time a faculty member has spent delivering instruction. It includes effective lesson planning, clear communication of objectives, engaging students, adapting teaching methods to diverse learner needs, and continuously assessing student progress to enhance learning outcomes.
- b. **Research and Scholarly Activities:** Encompasses the faculty member's contributions to knowledge through research, publications, presentations, and creative works. It involves active participation in scholarly communities, securing grants, and mentoring students in research.
- c. **Professional Expertise:** Represents the faculty member's depth of knowledge and skills in their discipline, demonstrated through up-to-date subject mastery, professional certifications, and recognition by academic or professional bodies.
- d. **Administrative Responsibilities:** Involves roles such as department leadership, committee participation, program coordination, and contributions to institutional governance and activities.
- e. **Highest Level of Education Attained:** Refers to the highest degree earned in the specialization relevant to the faculty member's teaching area.

End of the Employment Relationship at End of Appointment Term

The end of a faculty member's employment relationship at the conclusion of 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 the TAUCOM. Faculty members shall be notified of the decision not to renew said appointment, no later than ninety (30) days prior to 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 Dean and CAO. 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, or to students or associates.
- ☐ Neglect of professional responsibilities.
- ☐ Moral turpitude adversely affects the performance of duties or the meeting of responsibilities to the college, or to 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 to 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

Each month during the semester, the Assistant Dean of Academic Affairs meets with every faculty member to review their performance. These meetings follow a clear set of guidelines that look at important areas like the availability of teaching materials, how classes are delivered, academic mentoring and advising, and overall contributions to the academic community. The goal of these sessions is to offer helpful feedback, highlight strengths, identify areas where improvement is needed, and work together to find ways to improve teaching quality.

At the mid of the semester and end of every semester, faculty members receive performance reviews during a one-on-one session with the Dean-COM. During these sessions, the Dean reviews the teaching evaluations (Course and Faculty), research / scholarly activities, and where appropriate, involvement in patient care. The session culminates with recommendations by the Dean 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 Director of Clinical Program (for Clinical Science). This is then shared to the Dean who provides feedback with the faculty and discuss the corrective actions.

ANNUAL FACULTY & HOD PERFORMANCE REVIEW

An annual Assessment of Performance of Basic Science Head of the Departments and faculty are conducted primarily by the College of Medicine Dean in consultation with the Provost. 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 Dean along with the Associate Dean of Clinical Sciences 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, evaluation, and to inform the planning for iterative improvements in the next academic year.

FACULTY SALARY & 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 for 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, monographs, and visiting universities or centers for the purpose of developing a research proposal, further increase in knowledge such as Post-Doctoral fellowship.

Requests for sabbatical leave must be submitted no less than six months prior to the start of the proposed leave. The application will be forwarded through the HoD to the Dean, College of Medicine. The total duration of the sabbatical leave will be no longer than one year. Usually, sabbatical leaves will be supported by a half monthly salary for one year.

NOTE: Specific leave and vacation policies, based on the nature of employment, will be outlined in the employment contract.

Illness and Disability:

In instances of brief illness or disability (less than one month), faculty should promptly inform the HoD and the Dean and apply for the leave. Leaves due 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 (MD5) is 15 weeks followed by 48 weeks of core clinical clerkships (2 cores of 12 weeks each and 4 cores of 6 weeks each) & 32 weeks of elective clinical clerkships (5 electives of 4 weeks each and 2 electives of 6 weeks each), MD6 to MD9. 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 Dean's Office.

COURSE SCHEDULES

The scheduling of courses is determined by the Assistant Dean of Academic Affairs in consultation with HoDs. These schedules are published prior to 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 reputed websites

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

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 and MD program objectives, the administrative structures and 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 University regarding compliance policies such as anti-harassment, etc. This is communicated by HR as needed.

FACULTY PROFESSIONAL BEHAVIOUR

Professional Responsibilities and Expectations

Members of faculty must perform their duties as set forth 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 faculty should contribute to curriculum review, program planning and innovation, 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 HoD and Dean 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 such time as 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 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 COM administration, in relation to 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 to the transmission, advancement, and preservation of knowledge for its own academic community and for 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 supporting 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 for before engaging in the outside activity. Irrespective of disclosures, it is the responsibility of university supervisors (in the case of Faculty, their department chairs, 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. In order to obtain the necessary permission from publishers in a timely manner, it is important that faculty members 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.

Pursuant to the TAUCOM code of faculty obligations relating to academic integrity, faculty is expected to conduct themselves in a professional manner, 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 preparation for classes and other learning sessions.
- ☐ To perform their grading duties and other academic evaluations in a timely manner.
- 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.
- ☐ To refrain from any activity which involves risk to the health and safety of a colleague staff or student. If in a rare case the faculty has to 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 in accordance with 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, 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 on a regular basis as per the schedule to help

them to overcome academic challenges. These interactions with faculty mentors are aimed at providing solutions and effective strategies and developing an educational plan to deal with the academic issue.

FACULTY POLICIES

Diversity Policy

Texila American University (TAU), College of Medicine, is committed to fostering a diverse and inclusive community where students, faculty, and staff from different genders, ethnicities, cultures, and regions are welcomed and valued. We ensure fair and non-discriminatory practices in admissions, hiring, and leadership opportunities, while actively recruiting underrepresented groups and supporting students from underserved backgrounds through scholarships, mentoring, and cultural engagement. Diversity is monitored annually through a scorecard to strengthen gender balance, broaden faculty representation, and promote cultural and interfaith inclusion, ensuring that all members of the TAUCOM community learn and grow in a globally representative environment. Students and faculty who wish to review the full Diversity Policy may access copies from the University Library.

Faculty Development

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

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
- ☐ 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 the 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 bears responsibility with respect to 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 lectures
- 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 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 which fall outside the standards of teacher-learner relationship

Any behaviors which show blatant disrespect for others or lack of professionalism in interpersonal conduct are deemed as behaviors which fall outside the standards of the teacher-learner relationship at TAU. Certain behaviors/actions are clearly 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 upon 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, displays of temper (such as throwing objects);
- Disrespectful or unprofessional behavior that 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 concern regarding mistreatment

Several avenues are open to any student who experiences an incident of inappropriate behavior, mistreatment, 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 to any of their faculty, or faculty advisors or student affairs coordinators on campus. The Assistant Dean of Student Affairs oversees the respectful learning environment for medical students.
- Using the student grievance portal in the CMS (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 Dean (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 mistreatment, the Assistant Dean of Student Affairs may report mistreatments to the Dean.

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 incidences to the Dean.

Mechanism for Investigating teacher's concern regarding in appropriate 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 (Assistant, 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 Dean.

An official letter has to be submitted to the Dean and HOD requesting permission to attend the conference along with the proposed budget and conference details. Faculty will write to the Dean and HOD officially requesting permission to attend the conference along with the proposed budget and conference details. Dean will review and approve (or deny) based on the merits and faculty's areas of interest. Upon approval, details 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. Paper resulting from Research Projects funded by TAUCOM must be indicated in the acknowledgment.

Faculty is 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 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 the purpose of training and development should submit an application to the Dean, through the HoD and also give due notice in the form of leave of absence through HRMS at least one month prior the date of leave.

The application will be reviewed by the Dean 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 leave to attend training and development program as per the following periods and frequency:

- During term breaks which fall on 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 Dean, based on the relevance and the importance of the faculty development program.

Faculty Workload Assignment Policy

TAUCOM is committed to fostering an academic environment where faculty members engage meaningfully in teaching, research, and service activities. The faculty workload is systematically allocated across three primary domains to ensure alignment with institutional goals and standards of excellence:

1. Instructional Duties (Minimum 60%)

Faculty members are expected to dedicate a minimum of sixty percent (60%) of their workload to instructional responsibilities. This includes, but is not limited to, course preparation and delivery, curriculum development, student mentoring and advising, assessment (formative and summative) and evaluation of student performance, taking guest lectures in affiliated institutions, and other activities directly related to teaching and learning.

2. Research, Scholarship, and Creative Activities (Minimum 30%)

Recognizing the importance of research and scholarly engagement to academic excellence, faculty shall allocate no less than thirty percent (30%) of their workload to research, scholarship, and creative activities. These activities encompass conducting original research, publishing scholarly works, presenting at conferences, guiding students in their research projects, applying for and managing grants, and other scholarly pursuits that contribute to the academic reputation and advancement of TAUCOM.

3. Administrative Duties (Minimum 10%)

Faculty members shall dedicate a minimum of ten percent (10%) of their workload to administrative responsibilities. This includes participation in departmental and institutional committees, academic governance, program coordination, accreditation activities, and other administrative functions essential for the effective operation of the college.

Workload Flexibility and Individualization:

This policy is designed to allow flexibility in distributing faculty workload percentages based on individual expertise, career stage, and specific departmental needs. The Assistant Dean of Academic Affairs, in close

consultation with Heads of Departments (HoDs), will formulate specific teaching and related assignments for each faculty member prior to the each semester, taking into consideration faculty qualifications, professional experience, and scholarly interests.

All faculty workload assignments shall be reviewed and endorsed by the Dean/CAO, ensuring consistency with institutional priorities and accreditation standards. This step ensures that workload distributions are equitable, transparent, and conducive to faculty success.

In addition to their core workload responsibilities, faculty members are expected to actively engage in the broader academic community and institutional initiatives. Engagements may include, but are not limited to, attending medical outreach initiatives, service oriented activities, participating in conferences, seminars, symposia, workshops, and training sessions.

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 the TAUCOM, or failure 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 to 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 assure 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 Dean of the College of Medicine or his/her designee has the core responsibility for and authority to manage the effort of such monitoring and manages the process of continuous quality improvement.
2. There needs to be a system for ongoing review of the program in reference to accreditation standards.
3. Process to be mapped towards 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 its 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 correction of identified deficiencies.
7. The Officer in charge from 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 Dean.

Policy guidelines for formative assessment

Texila American University College of Medicine is committed to providing formative assessments for every medical student across all required courses and clerkships to monitor and support their academic progress. Recognizing that student evaluation requires both summative and formative assessments, the policy emphasizes the importance of formative assessments alongside the existing multiple-choice summative exams to enhance learning outcomes.

In the Basic Sciences, formative assessments are conducted at several key points: brief MCQ assessments follow each lecture to assess immediate understanding; detailed formative evaluations take place after each of the three major exams, accompanied by narrative feedback from faculty. Students also complete two core Lecturio assignments—one before and one after the mid-semester exam—as supplementary learning tools, with additional assignments provided to students facing academic challenges. In Clinical Sciences, formative assessments occur twice during each clerkship, once at the midpoint and again at the end, with structured feedback offered to support the development of clinical skills.

Faculty are encouraged to utilize various formative assessment methods such as quizzes, Lecturio assignment, Kaplan assignments, 3-2-1 assessment, Concept mapping, Matching exercises, Essay questions, Group presentations, Role-plays, Entry and exit tickets, Self-assessments, Peer-assessments, One-minute responses, Summary writing, Think-pair-share and direct observation. Any alternate assessment methods require approval by the Dean/CAO to ensure consistency and quality.

Additionally, for Basic Science courses, faculty are required to administer at least five questions after each lecture session, deliver verbal feedback in class, assign and discuss presentation topics, and provide individualized feedback following student presentations.

Overall, this policy ensures a structured, continuous formative assessment process that complements summative testing, enabling faculty to track student progress effectively and provide timely, constructive feedback to support academic growth in both Basic and Clinical Sciences.

Health and Counseling Services Policy

Texila American University (TAU) faculty and staff do not provide medical, psychiatric, or psychological services to students. Such services may be accessed through external licensed providers who are not part of the University's faculty or administration. These providers maintain their own records, which remain confidential and separate from University files. They also have no role in student grading, assessment, or promotion decisions.

Policy on Faculty Peer-Review

Faculty peer-review at Texila American University College of Medicine (TAUCOM) is a structured process where faculty members' academic and teaching performance is systematically evaluated by their peers within the institution to ensure high-quality teaching, promote professional growth, and uphold academic standards. The policy sets clear guidelines for conducting these reviews to improve teaching effectiveness, encourage ongoing development, and ensure accountability aligned with TAUCOM's academic mission. It applies to all faculty involved in teaching and academic duties.

Faculty are introduced to the peer-review process, its criteria, and expectations during their initial orientation. Peer reviewers are selected by the Dean/CAO based on their expertise and experience, with each faculty member reviewed by at least three faculty members. The review covers criteria such as clarity and structure of presentations, key concept emphasis, interactivity, slide design, presentation delivery, student engagement, and responsiveness to queries.

The peer-review occurs annually prior to the faculty's annual evaluation, with reviewers observing at least one teaching session and completing a standardized evaluation form that offers constructive feedback. The process is confidential and supportive. Evaluation forms are submitted to the Dean/CAO, who provides a feedback highlighting strengths and areas for improvement, discussed with faculty during annual review meetings. Based on the feedback, individual faculties are encouraged to pursue professional development opportunities. For generalized issues, the Medical Education Department plans faculty development activities focusing on those issues. All review documents are securely stored by the Dean's office with confidentiality maintained, and records are kept for at least five years to support institutional review and accreditation.

Policy on Access to Medical Student Health Records

The Policy on Access to Medical Student Health Records is designed to protect the confidentiality and privacy of medical student health information while preventing conflicts of interest by limiting access to authorized personnel only. It applies to all medical students, healthcare providers, administrative staff, academic staff, and faculty involved in assessment or promotion decisions. Health records include medical history, treatment, immunizations, and counseling notes, and can only be accessed by licensed healthcare providers directly involved in student care, the students themselves, and trained personnel handling healthcare administration. Faculty and academic evaluators are strictly prohibited from accessing these records to ensure unbiased academic decisions. Disclosure of health information requires the student's written consent, legal mandates, or situations involving risk of harm. Records must be securely stored separately from academic records, managed solely by approved medical or counseling staff. Counseling records are maintained with additional confidentiality measures and are inaccessible to evaluators. Immunization records necessary for clinical compliance may be accessed by designated administrative personnel only. The Office of Student Affairs, Office of Student Records, and IT departments share responsibility for policy implementation, confidentiality, and security, while faculty must refrain from requesting health information for academic purposes. Violations of the policy may result in disciplinary actions under institutional and privacy laws. The policy is reviewed every two years or as needed to ensure compliance with evolving standards.

Faculty Access to Student Educational Records

Texila American University College of Medicine (TAUCOM) is committed to protecting the confidentiality and privacy of all student educational records. Faculty access to student records is governed by the principle of legitimate educational interest ("need-to-know"), ensuring that information is accessed only when necessary to fulfill official academic responsibilities.

Faculty members are permitted to access only those educational records that are directly relevant to their assigned duties, such as teaching, assessment, academic advising, mentoring, curriculum administration, or student progression. Access is limited to information required for these responsibilities, including course enrollment, attendance, assessment results, grades, and academic performance.

Student educational records are maintained by the Office of the Registrar in secure electronic and physical systems protected by role-based access controls, user authentication, and institutional data security measures. Faculty members are granted access according to their institutional role and responsibilities, and access permissions are reviewed periodically to ensure continued compliance with university policies.

Educational records are maintained separately from student health, counselling, and other confidential records. Faculty members do not have access to these records unless the student provides written authorization or disclosure is required by applicable law or institutional policy.

All faculty members are expected to maintain the confidentiality of student information and may not disclose, copy, or share educational records with unauthorized individuals. Any access to or use of student records must comply with institutional policies on confidentiality, privacy, and professional

conduct. Unauthorized access, disclosure, or misuse of student educational records may result in disciplinary action in accordance with University policies.

Students have the right to review their educational records and request correction of factual inaccuracies in accordance with University procedures.

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 Dean 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

Before initiating the formal grievance procedure, faculty members are encouraged to resolve concerns through informal dialogue and direct communication whenever possible. Open and respectful discussion fosters a collaborative academic environment and often leads to timely and mutually satisfactory solutions. The institution is committed to addressing faculty concerns fairly, transparently, and without fear of retaliation. This grievance process provides a structured framework to ensure that unresolved issues are handled impartially and in alignment with accreditation standards, promoting a positive and supportive workplace for all faculty.

Grievance Process:

Initial Reporting and Resolution at Department Level:

The faculty member (grievant) should first raise the concern directly with their Head of Department (HoD). This step encourages open communication and prompt resolution at the departmental level, helping to address issues informally and quickly whenever possible.

Escalation to Assistant Dean of Faculty Affairs:

If the grievance is not resolved satisfactorily at the department level, or if the grievance concerns the HoD directly, the faculty member may escalate the issue to the Assistant Dean of Faculty Affairs. This ensures an impartial review beyond the immediate department leadership and upholds principles of fairness and due process.

Referral to Dean/Chief Academic Officer and Committee Formation:

Should the grievance remain unresolved after review by the Assistant Dean, it must be referred to the Dean/Chief Academic Officer (CAO). The CAO will evaluate the grievance's nature and, when necessary, will establish an ad-hoc committee composed of full-time faculty members with no conflict of interest. This committee is tasked with thoroughly reviewing the grievance, gathering relevant information, and providing objective recommendations.

Decision and Communication:

The Chief Academic Officer, after considering the committee's input, will make a final determination on the grievance. This decision must be communicated in writing to the grievant and all affected parties promptly, ensuring transparency and documentation. The written notification should outline the resolution and any corrective actions to be taken.

Policy on Student Workload

TAUCOM is committed to maintaining a balanced, student-centered learning environment that promotes academic excellence, professional growth, and student well-being. The Student Workload Policy establishes clear expectations regarding academic and clinical responsibilities to ensure that students are able to meet program requirements in a reasonable, manageable, and sustainable manner.

Student workload includes all educational activities required for successful completion of the MD program, including lectures, laboratories, clinical duties, assessments, independent study, and other academic commitments. The policy applies to all students enrolled in the Basic Science and Clinical Science phases of the MD program.

Basic Science Phase:

TAUCOM recognizes that effective medical education requires a deliberate balance between faculty-directed instruction and protected independent learning time. This policy governs the amount of required scheduled instructional time and mandatory out-of-class learning activities during the Basic Science phase of the MD programme, with the aim of supporting academic achievement, student wellbeing, and preparation for board examinations.

During the Basic Science phase (MD1 through MD4), the curriculum is structured as follows: required scheduled instructional activities including lectures, laboratories, clinical skills sessions, problem-based learning, and small-group learning shall average no more than 25 hours per week.

The required out-of-class activities such as assigned readings, preparatory exercises, and mandatory quizzes shall average no more than 8 hours per week. In addition, approximately 8 to 10 hours per week of protected self-directed learning (SDL) time is intentionally built into the curriculum schedule to allow students to independently review content, integrate knowledge, practice examination-style questions, and develop lifelong

learning skills. This protected SDL time is a core curricular component and shall not routinely be replaced by additional required activities.

Students are expected to make responsible use of their SDL time, complete required preparatory activities before scheduled sessions, and participate in workload surveys and course evaluations. Where a student feels their workload is excessive, they are encouraged to raise this through established institutional processes. Academic workload is monitored each semester and reviewed by the Curriculum Committee, which has overall responsibility for ensuring that workload standards are maintained across the Basic Science curriculum. For full details, refer to the Policies section of the TAUCOM website.

Clinical Science Phase:

Clinical training is designed to provide meaningful patient-care experiences while ensuring student safety, wellness, and adequate rest. Clinical duty hours are aligned with established ACGME guidelines.

Clinical workload expectations include:

- Clinical duty hours should not exceed 80 hours per week when averaged over a four-week period.
- Students should not be assigned more than 24 consecutive hours of clinical duty.
- An additional 4 hours may be permitted for educational activities or patient-care transitions.
- Students must receive at least one day off every seven days, averaged over four weeks.
- A minimum of 8 hours off is required between scheduled clinical shifts.
- Students should receive relief from duty following overnight or extended shifts.

TAUCOM is committed to ensuring that the demands of clinical training do not compromise student welfare or the quality of learning. Students are expected to be present during regular hospital working hours Monday through Friday and to participate in on-call duties as scheduled by the clinical site for the relevant rotation.

The following principles apply to all students during clinical rotations:

- Students are not required to work hours in excess of those worked by postgraduate trainees at the same clinical site.
- Time for independent study and self-directed learning is a formal and protected part of the clinical curriculum and must not be routinely displaced by clinical duties.
- Prior to end-of-rotation examinations, students are entitled to protected study leave as follows: two days before all core clerkship examinations.
- Students who consider their workload at a clinical site to be unreasonable, or who find that study time is consistently being displaced, should raise the matter with the Director of Clinical Programme.

Assessment Scheduling

TAUCOM recognizes the importance of appropriate assessment planning in supporting academic success and reducing unnecessary stress. Major assessments are scheduled with adequate preparation time to promote effective learning and student wellness.

- Assessment scheduling practices include:
- Avoiding the clustering of major examinations or assignments within short periods.
- Providing wellness or study days before major examinations whenever possible.

Holidays and Breaks

Students are entitled to official institutional holidays and scheduled academic breaks as outlined in the academic calendar. Clinical students should also receive protected time off during major holidays whenever feasible.

Policy Oversight and Implementation

To ensure compliance and continuous improvement, TAUCOM regularly reviews course schedules, clerkship plans, and student feedback related to workload and scheduling. Anonymous student feedback is collected through student satisfaction surveys and is used to support ongoing curriculum enhancement.

Implementation measures include:

- Regular review of course syllabi and clerkship schedules by Curriculum Committee.
- Advance approval of any policy deviations by the TAUCOM Curriculum Committee.
- Periodic collection of anonymous student feedback regarding workload.
- Policy review every two years or as required by accreditation standards and institutional needs.

Narrative Assessment Policy

Policy Statement:

Texila American University College of Medicine (TAUCOM) is committed to providing timely, competency-based narrative assessments throughout the MD program. These assessments complement numerical grades by offering individualized, behavior-based feedback that supports academic performance, clinical competence, professionalism, reflective practice, and lifelong learning.

Purpose:

The policy aims to:

- Ensure all MD students receive meaningful written narrative feedback throughout the curriculum.
- Promote fairness, consistency, transparency, and quality in narrative assessment.
- Support coaching, mentoring, academic advising, and individualized student development.
- Scope:
The policy applies to all faculty, clinical educators, administrators, and students involved in assessing MD students.

Guiding Principles:

Narrative assessments should:

- Be based primarily on direct observation.
- Align with TAUCOM's Program Learning Objectives and competencies.
- Focus on observable behaviors using specific examples.
- Identify strengths, areas for improvement, and actionable recommendations.
- Be objective, respectful, unbiased, and completed within institutional timelines.
- Complement, rather than duplicate, numerical grades.

Characteristics of High-Quality Narrative Assessments:

Effective evaluations should:

- Describe specific observed behaviors in authentic educational settings.
- Explain the educational significance of observations.
- Demonstrate alignment with institutional competencies.
- Include evidence-based examples and practical recommendations.
- Avoid vague or generic comments.

Basic Science Phase:

Narrative feedback is provided using evidence from examinations, laboratory sessions, PBL, TBL, clinical skills training, simulations, case discussions, reflective writing, presentations, and direct observation. Assessments evaluate competencies such as medical knowledge, scientific and clinical reasoning, communication, professionalism, ethics, teamwork, leadership, accountability, time management, self-directed learning, critical thinking, cultural humility, respect, and responsiveness to feedback.

Clinical Science Phase:

Narrative assessments are based primarily on direct observation during clinical clerkships and are completed at mid-clerkship, end-of-clerkship, and when additional feedback is needed. Faculty, supervising physicians, residents (where permitted), and other qualified clinical educators may contribute. Assessments evaluate competencies including patient care, medical knowledge, clinical reasoning, history taking, physical examination, procedural skills, communication, professionalism, teamwork, interprofessional collaboration, systems-based practice, patient safety, quality improvement, and practice-based learning. Feedback documents strengths, areas for improvement, progress over time, and recommendations for further development.

Academic Mentoring and Student Support:

Students experiencing academic, clinical, or professional challenges receive individualized narrative evaluations through the Campus Management System (CMS). Feedback addresses academic progress, attendance, participation, learning challenges, improvement strategies, and follow-up recommendations. Students are encouraged to review feedback, meet with advisors or mentors, develop individualized learning plans, and reflect on their performance.

Individual One-on-One Feedback:

Whenever feasible, faculty conduct individualized feedback sessions during mid-course, mid-clerkship, end-of-clerkship, and academic advising meetings. Discussions focus on reviewing narrative comments, recognizing strengths, identifying improvement priorities, establishing learning goals, and documenting agreed action plans.

Documentation and Monitoring:

Narrative assessments are documented in approved electronic systems, including the Campus Management System (CMS) and electronic clinical logbooks. Records include the evaluation date, evaluator details, learning environment, competencies assessed, and narrative comments. These assessments become part of the student's official educational record and contribute to promotion decisions.

Responsibilities:

- Faculty: Observe student performance, provide objective and timely competency-based feedback, document observed behaviors, include actionable recommendations, and complete evaluations on time.
- Course Heads (HODs): Monitor completion, ensure consistency and quality, review evaluations, and guide faculty.
- Dean's Office: Oversee policy implementation, conduct quality assurance, and maintain assessment records.
- Students: Review narrative feedback promptly and develop individualized learning plans when appropriate.

Confidentiality:

Narrative assessments are confidential educational records maintained in accordance with TAUCOM policies and applicable privacy and data protection requirements. Access is restricted to individuals with legitimate educational responsibilities.

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 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 Dean. All faculties are members of the faculty Senate. All full-time faculty members are expected to serve one or more of the committees. Contributions to the committee activities is a requirement to the faculty appointment.

Faculty Executive Committee

The faculty executive committee act as the primary conduit of information and ideas into and out of the Faculty concerning all-College issues and policies; to oversee faculty governance and faculty participation in all-College governance; and to act as Faculty Observers 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, in order 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 in particular, 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. These 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 clinical curriculum to achieve the mission of TAUCOM. The committee recommends to the ECC for approval the global & learning objectives of clerkships and prepares the clerkship schedule. Further, committee determines the types of patients, students should observe during each core clerkship. The Committee also review 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 development, implementation, and monitoring of Medical program. The committee presents their findings and reports to the faculty executive committee (FEC), for analysis, guidance, and directions.

Admissions Committee

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

Student Promotion and Graduation Committee

This committee is responsible to review academic progress of students enrolled within 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. 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 TAUCOMmunity 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 responsible to develop, implement, monitor, and review policies, guidelines and procedures for establishing, servicing and strengthening the college of medicine's key research objectives and advises 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) to fulfill their functions by providing timely advice on the faculty appointment, reappointment, promotion & tenure. The committee is also responsible to prepare and disseminate the faculty policies to all the stakeholders of TAUCOM.

Disciplinary Committee

Disciplinary committee is the judicial arm of the committee and responsible for all decisions relating to student discipline. The committee consists of ad hoc members who are chosen by the Dean 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 Dean, COM on matters related to the betterment and progression of the institution.

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

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

Appendix – I: Sample faculty offer Letter

Date:

Dr.

Address

Sub: Appointment as Professor – College of Medicine

Dear,

Greetings from Texila American University!

The Faculty Appointment and Promotion Committee (FAPC), after completing the due process, is impressed with your background and professional commitment. Upon their recommendation, we are pleased to offer you a position as a professor in the Department of Pharmacology effective.

Roles & Responsibilities as:

- Demonstrate a thorough understanding of the university's vision and mission.
- Familiarize yourself with the curriculum and syllabus requirements of the subjects you will be teaching.
- Understand the educational objectives, course objectives, competencies, instructional methods, and evaluation systems for the courses you will be instructing.
- Deliver assigned courses and facilitate group discussions according to the provided course syllabi and class schedules.
- Contribute to the creation of innovative instructional materials.
- Participate in updating and maintaining the relevance of program curricula.
- Guide students to ensure their successful course completion.
- Assist in departmental assessment efforts and strategic planning.
- Stay updated on advancements and trends in academic discipline.
- Engage in scholarly activities such as paper presentations and panel discussions.
- Collaborate on committee work and assist with administrative tasks within the department and University.
- Attend departmental, college, and university meetings, as well as in-service workshops and graduation events.
- Prepare and upload lecture materials to the Learning Management System (LMS), manage student attendance using the Campus Management System (CMS), and oversee exam proctoring when needed.
- Serve as a motivator and role model, inspiring students to embody compassion in their medical practice.
- Provide timely academic mentoring and advising to assigned students.

- Participate in faculty development activities as outlined by the Department of Medical Education.

Salary

A Gross salary of GYD _____ per year payable at the University's regular payroll period and as per standard operating procedures. Tax deductions as per the laws of Guyana are applicable.

A copy of the faculty handbook is attached for your reference which will provide you with more information and guidelines on faculty appointments and promotion. The HR Department will be in touch with you to finalize your contract and discuss the onboarding formalities

We are pleased that you are joining the institution and hope you will find your employment with us to be a rewarding experience.

Please feel free to contact me if you have any questions about this offer.

Wishing you the very best,
Sincerely

Dean – College of Medicine