



St. George's University

School of Medicine
Four-Year MD Program
Faculty Handbook
2019-2020

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1 INTRODUCTION

1.1 HISTORY

St. George's University School of Medicine (SGUSOM) received a charter in 1976 by an act of the Grenada House of Parliament. This followed a two-year feasibility study that highlighted the advantages of such an institution to Grenada and its Caribbean neighbors. The first class began studies on January 17, 1977. The administration, faculty and students were selected from throughout the world. In August 1978, the campus of Kingstown Medical College (KMC) was established on the neighboring island and country of St. Vincent and the Grenadines, accommodating the final terms of the Basic Sciences Program in the Caribbean. This teaching accommodation ended, however, with the closure of KMC in 2007.

SGUSOM is listed in the World Directory of Medical Schools and is fully accredited by the Government of Grenada to confer the degree of Doctor of Medicine. It is accredited by the Caribbean Authority for Education in Medicine and other Health Professions (CAAM-HP). The first two years of the MD program takes place in Grenada. In addition, the school offers students the option of the first year in Newcastle, United Kingdom in the Keith B. Taylor Global Scholars Program (KBTGSP) in a parallel program. At the end of the first year, KBTGSP students join the Grenada cohort in Grenada to begin the third term. Following successful completion of the first two years, students complete their medical studies at affiliated teaching hospitals in the US and UK.

After 1993, significant developments took place, transforming a single school into expanding larger university. In 1994 the Windward Island Research and Education Foundation (WINDREF) a 501 (c) corporation was established in the United States, the UK and registered as an NGO in Grenada. The research Institute of the WINDREF is physically located on the True Blue Campus in Grenada and serves as a significant resource supporting research programs to the faculty and students. In 1992 the SGUSOM established its own Office of Research and in 1994 a School of Graduate Studies was also established on the True Blue campus in Grenada. The School of Arts and Sciences was established in 1996. In 1997 St. George's University School of Medicine was renamed "St. George's University" to reflect the multi-school campus.

In January 2007, the University instituted the Keith B. Taylor Global Scholars Program (KBTGSP) in partnership with Northumbria University in Newcastle Upon Tyne, UK. The KBTGSP offers the first-year courses of the MD degree program to students who intend to spend some of their professional careers in medically underserved countries.

St. George's University now provides undergraduate and professional education through its School of Arts & Sciences, SOM, School of Veterinary Medicine and Graduate Programs. The new Schools are fully operational and have developed their own respective faculty and senate structures.

This SOM Faculty Handbook supplements the University Faculty Handbook and provides more specific information regarding the SOM. SOM Faculty shall be subject to the terms of the University Faculty Handbook and all Campus-wide University Policies. In the event of an inconsistency in the terms, rights, procedures or guidelines of the University Faculty Handbook and the SOM Faculty Handbook, the terms of this SOM Faculty Handbook shall apply. In addition to the above, Clinical Tutors are also subject to the terms of the Clinical Tutors Manual.

The terms of this Faculty Handbook are not meant to supplement or supplant the rights and benefits afforded to Clinical Tutors through the Clinical Tutors Manual. In the event of an inconsistency between the terms of this Faculty Handbook and the Clinical Tutors Manual, unless stated otherwise, the terms of the Clinical Tutors Manual shall apply for all Clinical Tutors.

1.2 MISSION STATEMENT AND OVERARCHING GOALS

1.2.1 Mission Statement

To provide an international, culturally diverse environment in which students gain the knowledge, skills and attitudes required for postgraduate training in the health profession while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to life-long learning and an understanding of the vital role of research in healthcare.

1.2.2 Overarching Goals

1.2.2.1 *Medical Knowledge*

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
 - i. The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules including embryology, growth and development.
 - ii. The principles of normal homeostasis including molecular and cellular mechanisms.
 - iii. The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases conditions.
- b. Incorporate the impact of factors including psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers.
- c. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
- d. Apply the theories and principles that govern ethical decision making in the management of patients.
- e. Evaluate and apply clinical and translational research to the care of patient populations.

1.2.2.2 *Clinical Skills*

- a. Communicate effectively with patients, their families and members of the health care team.
- b. Obtain a comprehensive and/or focused medical history on patients of all categories.
- c. Perform physical and mental status examinations on patients of all categories appropriate to the patient's condition.
- d. Document pertinent patient health information in a concise, complete and responsible way.

- e. Select appropriate investigations and interpret the results for common and important diseases and conditions.
- f. Recognize and communicate common and important abnormal clinical findings.
- g. Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
- h. Apply effective problem-solving strategies to patient care.
- i. Perform routine and basic medical procedures.
- j. Provide patient education with respect to health problems and maintenance.
- k. Identify individuals at risk for disease and select appropriate preventive measures.
- l. Recognize life threatening emergencies and initiate appropriate primary intervention.
- m. Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.
- n. Continually reevaluate management plans based on the progress of the patient's condition and appraisal of current scientific evidence and medical information.

1.2.2.3 Professional Behavior

- a. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
- b. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
- c. Be responsible in tasks dealing with patient care, faculty and colleagues including healthcare documentation.
- d. Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation, gender identity and disability in the delivery of health care.
- e. Demonstrate a commitment to high professional and ethical standards.
- f. React appropriately to difficult situations involving conflicts, nonadherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning including evaluating research in healthcare.
- h. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
- i. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.
- j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

2 GOVERNANCE OF THE SCHOOL OF MEDICINE

2.1 ADMINISTRATIVE AND FACULTY POSITIONS

2.1.1 Dean of the School of Medicine

The Dean of the School of Medicine (SOM) is the Chief Academic Officer of the SOM, directs all programs and activities within the SOM and reports to and advises the Vice Chancellor on all matters that are related to the SOM. The Dean is the Chair of the SOM Council of Deans (SOMCOD) and is a member of the University Council of Deans and Leadership Committee (UCDLC).

2.1.2 Dean of Basic Sciences

The Dean of Basic Sciences is responsible, both academically and fiscally, for the first two years in Grenada and Newcastle, and reports to the Dean of the SOM. The Dean of Basic Sciences 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; recruitment, promotions and contracts with faculty; the tracking of all academic data for students enrolled in the first two years of the four-year MD; and the management and administration of the academic advisory service dedicated to students enrolled in the SOM. The Dean of Basic Sciences serves as a member of the SOMCOD, the UCDLC and Board of Admissions.

2.1.5 Dean of Academic Affairs

The Dean of Academic Affairs is the Chair of the Committee on Academic Progress and Professional Standards (CAPPS) and the Chair of the Graduation Assessment Board (GAB). The Dean of Academic Affairs reports to the Dean of the SOM and liaises with the other deans on issues of program development and integration, promotion, retention and graduation of students. The Dean of Academic Affairs is a member of the SOMCOD and the UCDLC.

2.1.6 Dean of Clinical Studies (US)

The Dean of Clinical Studies in the US oversees the clinical training program in the US and reports to the Dean of the SOM. Responsibilities include screening, recruitment and monitoring of hospitals for clinical programs, working with the Directors of Medical Education at affiliated hospitals and supervision of students. The Dean of Clinical Studies (US) is responsible for the administration of the National Board of Medical Examiners (NBME) examinations throughout the affiliated hospital system and developing programs to assist students in the transition to postgraduate training. The Dean of Clinical Studies (US) is a member of the SOMCOD.

2.1.7 Dean of Clinical Studies (UK)

The Dean of Clinical Studies in the UK is responsible for the clinical training program in the UK and reports to the Dean of the SOM. Responsibilities include screening and recruitment of hospitals for clinical programs, placement of students into clinical rotations and supervision of students in core rotations. The Dean of Clinical Studies (UK) works closely with the Directors of Medical Education (DME) at affiliated hospitals and with the associate clinical department Chairs and ensures that the UK clinical program conforms to the Clinical Training Manual. The Dean of Clinical Studies (UK) is a member of the SOMCOD.

2.1.8 Dean of Admission

The Dean of Admission is responsible to ensure the enrollment of highly qualified students in all programs. The Dean of Admission serves as a member of the Committees on Admissions for each school. The Dean also works with campus administrators on issues that involve retention, especially in the first year of student enrollment, and on program development that will further student success.

2.1.9 Vice President and Dean for Enrollment Strategy

This is a key strategic resource for the admission and transition to campus of students. This Dean represents the University on all admission committees and accreditation-related admission and registrar matters.

2.1.10 Director of Medical Student Research (MSRI)

The Director of the MSRI reports to the Dean of Basic Sciences. The MSRI Director is responsible for creating administrative annual Reports of SOM faculty and student research outcomes and for planning, organizing, and evaluating the forums for the presentation of student research (e.g., conferences/ workshops), including the Senior Medical Student Research Competition Conference, Research in Clinical Years Workshop, MSRI Student Conference, and SGU Research Day. Additional duties are to develop and oversee programs aimed at recruiting faculty to mentor student research activities(including external faculty and alumni) promoting and facilitating mentor-student pairings for student research; advising faculty and students on development of student research proposals and best practices in mentoring; disseminating information on student research opportunities; working across departments to quantify the impact of research efforts; assisting students and faculty with the Institutional Review Board (IRB) process for student research proposals; and ensuring that students have necessary ethics certification prior to initiating research such as Collaborative Institutional Training Initiative (CITI) certificates.

2.1.12 Department Chairs for Years One and Two

These chairs are appointed by the Dean of SOM upon the recommendation of the Dean of Basic Sciences and reports to the Dean of Basic Sciences. The major responsibilities of the Chair include:

1. Development of the curriculum of the courses offered by the department.
2. Recruitment, retention and development of departmental faculty.
3. Preparation and management of the departmental budget.
4. Oversight of departmental policies regarding the administration of courses and examinations.
5. Management of the physical resources required by faculty and staff to perform their duties at a high standard.
6. Maintenance of communication with the Dean of Basic Science about the level of progress within the department and related departmental requirements.
7. Recommendations to the Dean of Basic Sciences regarding appointments of Course Directors and faculty promotions.
8. The recruitment, performance evaluation and development of all Departmental Faculty and Staff.
9. Participation in Course Review and Departmental Reviews.

The Chair, or designee, represents the department on all statutory bodies requiring departmental input. The Chair convenes at least three departmental meetings per academic year and prepares, in consultation with faculty, an agenda for these meetings and maintains a record of the business of the meetings.

This is an administrative appointment and does not fall within the Senate guidelines with regard to re-appointments and dismissals. Additionally, the duration of this appointment is at the discretion of the Dean of SOM upon the recommendation of the Dean of Basic Sciences. The Department Chair is a member of the Basic Sciences Dean's Council.

2.1.13 Course Director for years one and two

Course Directors are appointed by the Dean of Basic Sciences after consultation with the relevant Department Chairs. The Course Director receives advice and guidance from the Associate Dean of Basic Sciences about duties and responsibilities. The Course Director reports directly to the Associate Dean of Basic Sciences. The major responsibilities of the Course Director include:

1. Liaise and communicate with the Module Coordinators (MCs), Departmental Chairs (DCs) and Discipline Managers (DMs) and assist the faculty and administration in the delivery of the curriculum.
2. Approve and communicate the course textbooks to the library for purchasing.
3. Coordinate the class scheduling with the Dean of Basic Sciences Office (DOBS).
4. Coordinate and standardize the delivery of the course across all modules with MCs within the Term.
5. Liaise with the Curriculum Committee, DMs and MCs to develop the curriculum of the course.
6. Schedule weekly meetings of all parties, including MCs, DMs, secretaries, and any faculty or staff involved in course delivery and participate in such meetings.
7. Report student participation and give timely feedback to students (bimonthly) on participation records for the course.
8. Maintain the Small Group Manual for the course.
9. Ensure that the examination difficulty is equivalent across modules and disciplines and that appropriate assessments are designed using statistical analysis of items.
10. Coordinate the exam schedule and venues with the scheduler from DOBS.
11. Report final course grades to the registrar.
12. Liaise with MCs, DMs and Department Chairs to confirm Visiting Professor selections.
13. Ensure that any changes in the curriculum of the course are communicated and approved by the Curriculum Committee, MCs, DMs and DOBS before implementation.
14. In consultation with the DMs balance the learning objectives for the course as appropriate.
15. Coordinate and collaborate with the individual MCs to ensure that the MCs:
 - a) Balance discipline learning objectives for the module as appropriate.
 - b) Coordinate the Course/Module student resources and populate the Course Sakai site in a timely manner.
 - c) Collect participation data for all aspects of the module.
 - d) Approve multiple-choice questions used for interactive multiple choice question sessions (IMCQs).
 - e) Assist and communicate the quality of instruction on their course/module to the CD.
 - f) Approve Small-Group activities and provides updates to CD for Small Group Manual.

- g) Maintain module gradebook entries on the Course Gradebook (the responsibility rotates across MCs as each module becomes active within the term).
 - h) Release the Mastery Reports to students from ExamSoft (the responsibility rotates across MCs as each module becomes active within the term).
16. Coordinate and collaborate with the individual DMs to ensure that the DMs:
- a) Monitor and develop discipline learning objectives and coordinate their selection and implementation with the MCs.
 - b) Ensure that relevant faculty are moderating discussion forums pertaining to their discipline.
 - c) Create IMCQ questions with input from relevant teaching faculty; after approval from CD, compilation of MCQs into IMCQ Turning Point Files with subsequent classroom delivery by relevant faculty.
 - d) Organize Clinical Tutor training sessions for small groups and provide input to cases used for small groups.
 - e) Coordinate and propose exam questions (new or used) with input from relevant teaching faculty.
 - f) Track the discipline representation throughout the Basic Sciences curriculum.
 - g) Ensure that junior faculty are developed to cover discipline content as primary and backup lecturers.
17. Participate in Course Reviews and Departmental Reviews.
18. Be present in Grenada at least one week in advance of the commencement of each term and remain until the official end of each term.

2.1.14 Discipline Manager

The Discipline Manager reports directly to the Chair of the Department and receives advice and guidance about duties and responsibilities. The Discipline Manager also reports to the Course Directors of Basic Principles of Medicine 1, 2 & 3 and/or Principles of Clinical Medicine 1 & 2 courses for discipline-specific content taught in these courses. The major responsibilities of the Discipline Manager include:

1. Liaise and communicate with the Course Director (CD), Module Coordinators (MCs) and Departmental Chairs (DCs) and assist the faculty and administration in the delivery of the curriculum.
2. Monitor and develop discipline content and learning objectives and coordinate their selection and implementation with faculty and MCs.
3. Ensure that relevant faculty are moderating discussion forums pertaining to their discipline.
4. Create IMCQ questions with input from relevant teaching faculty; after approval from CD, compilation of MCQs into IMCQ Turning Point File with subsequent classroom delivery by relevant faculty.
5. Organize Clinical Tutor training sessions for small groups and provide input to cases used for small groups.
6. Coordinate and propose exam questions (new or used) with input from relevant teaching faculty.
7. Prepare and administer exams in coordination and collaboration with the CDs and MCs.
8. Track the discipline representation in the basic sciences curriculum.
9. Ensure that junior faculty are developed to cover discipline content as primary and backup lecturers.

10. Select Visiting Professors (VP) and liaise with CDs, DMs and Department Chairs to confirm and finalize VP selection.
11. Provide the list of textbooks and educational materials to the CDs for the discipline.
12. Liaise with relevant part-time faculty teaching his/her discipline content.
13. Select and supervise teaching and laboratory assistants.
14. Participate at all meetings at which input from DMs is mandated.
15. Participate in Course Reviews and Departmental Reviews.

2.1.15 Director of College

The Director of the College serves as the leader of the College, representing the College to the School of Medicine and to the wider University community. The Director is responsible for ensuring the provision of services for student well-being and student support within the College and ensures that a learning climate encouraging positive student action, good academic performance and professional growth is developed within the College. The Director provides contact leadership for every student enrolled in the College (approx. 100-150 students per term) and ensures that all students in the College are aware of all support services offered by the College and have timely access and support when required. Directors of the College report to the Assistant Dean of Basic Sciences who oversees the College system. Major job responsibilities include:

1. Keep current about all policies and procedures relating to student support and academic achievement.
2. Host 30-minute College-specific introduction to College system during Orientation Week.
3. Participate in the College-based Ice-Cream social event during Orientation Week.
4. Hold a 2-hour College-specific orientation during the first week of classes to welcome and introduce the College membership and generate ideas for social activities and other club-related events.
5. Hold standing office hours for student College members at least 4 hours per week.
6. Respond to emails sent to the College email address in an expedient fashion (within 24 hours when possible).
7. Provide appropriate guidance when student support is not immediately available from the Director and follow-up with such students to ensure that the appropriate support/advice was given.
8. In coordination and consultation with the Dean of Basic Sciences Office, meet with students of the College who are identified as not meeting SOM standards and outcome objectives as defined in the Student Manual.
9. Oversee the implementation of the Student Professional Identity and Wellness Program.
10. Provide oversight of the personnel contributing to the College (e.g., Fellows and Associates of the College).
11. Appoint Student Fellows following a review of applicants for Student Fellowship status in the College.
12. Collaborate with Student Government members for the College (as elected through the Student Government Association) to disseminate information, coordinate student activities, and run social and other events.
13. In association with the Dean of Basic Sciences office, participate in all College and inter-collegiate social events.
14. Represent the College at all official and ceremonial events.

15. Attend standing weekly meetings with the Assistant Dean of Basic Sciences who oversees the College system, as well as any additional organizational, planning, and informational meetings.
16. Seek feedback from students on the experience within the College each term.
17. Submit a comprehensive End-of-Semester College Report to the Assistant Dean that documents College activity (e.g., student referrals to support services, challenges faced by students, highlights reported by students across all domains of the SGU experience, interpersonal interactions within the College, successes and shortcomings of events).

2.1.16 Department Chair and Associate Chair for the clinical terms

The Chair of a Clinical Department is appointed by the Dean of the SOM upon the recommendation of the relevant Dean of Clinical Studies and reports to the Dean of SOM. The Chairs of clinical departments are responsible for developing and implementing the educational goals, objectives and guidelines in their clinical discipline as published in the Clinical Training Manual and coordinates the program for this discipline in all hospitals in which it is taught. The Chair conducts biannual departmental meetings and annual site visits to affiliated hospitals in NY and NJ to ensure that the programs at different affiliated hospitals are comparable and conform to the Clinical Training Manual. The Department Chair is a member of the Clinical Council and its Executive and responsible for recommending the appointment and promotion of clinical faculty. An Associate Chair, located in the UK, reports on academic matters to the Department Chairs and on local administrative matters to the Dean of Clinical Studies (UK).

2.1.17 Director of Medical Education

The Director of Medical Education (DME) at each affiliated hospital is the main liaison between the affiliated hospital and the SOM. As such, the DME is responsible both to the hospital administration and the SOM. The DME is proposed by the Administration of the affiliated hospital to the Dean of the SOM and Deans of Clinical Studies. The DME in the US reports to the Dean of Clinical Studies (US) and in the UK to the Dean of Clinical Studies (UK). Each DME is a member of the SGUSOM clinical faculty and the Clinical Council. The duties of the DME include the following:

Regarding the Students

1. Have overall academic and non-academic responsibility for the supervision of students during their time in the hospital.
2. Work with the hospital departmental chairs to choose Clerkship Directors and develop the student educational program.
3. Be responsible for the initial orientation when students first arrive at the hospital. This should include an outline of their schedule, a general description of what is expected of the student and how they will be taught and assessed.
4. Be the resource person for student healthcare issues.
5. Be available to students to answer questions or concerns at any time.
6. Act as a student advocate, role model and career counselor with respect to issues between the students and the hospital.

Regarding the School of Medicine

1. Recommend the appointment of Clerkship Directors to the School of Medicine Department Chairs.
2. Approve the appointment and promotion of faculty members.

3. Consult with the Clerkship Directors to ensure that teaching timetables and educational content meet the requirements of the Clinical Training Manual.
4. Consult with the Clerkship Director to evaluate faculty.
5. Supervise the student coordinator/secretary (the Medical Education Coordinator) at the hospital in terms of maintaining academic and health files on each student, scheduling rotations and communicating with the Office of Clinical Studies and/or the Registrar in the UK.
6. Attend the annual faculty meeting in Grenada and other meetings in the US and UK, as appropriate.
7. Promote the activities of SGUSOM.
8. Monitor student progress and inform the Dean of Students and the Dean of Clinical Studies as soon as possible of students who are having difficulties for whatever reason.
9. Liaise with the SGUSOM departmental chairs, associate deans and deans.
10. Ensure all students are assessed in accordance with SOM policy and the Clinical Training Manual by the Clerkship Director and that all assessments are forwarded to the Office of Clinical Studies.
11. Coordinate and disseminate feedback from the Dean of the SOM and Department Chairs to the Clerkship Directors and clinical faculty.
12. Review the overall program with the Deans, Departmental Chairs and accreditation bodies at the time of their visits to the hospital.
13. Monitor, where appropriate, monies received from SGUSOM and ensure distribution of funds appropriately.

2.1.18 Clerkship Director

A Clerkship Director (CD) is appointed for each core clerkship at each affiliated hospital. The CD is appointed by the Dean of the School of Medicine on the recommendation of the DME.

The CDs are responsible administratively to their DMEs and academically to the School of Medicine Clinical Chairs of their departments. A CD is an appointed member of the SGUSOM clinical faculty. The responsibilities of the CD are to:

1. Provide a program of teaching for their specialty, consistent with the curriculum in the Clinical Manual.
2. Meet all students immediately after their arrival and provide an orientation to their core clerkship which shall include a review the curriculum for the clerkship as published in the Clinical Training Manual.
3. Supervise the teaching of the students and evaluate teaching faculty.
4. Meet with the students as required by the guidelines in the Clinical Training Manual and undertake an individual, formal mid-core evaluation of all students.
5. Be responsible for the final grading of the student.
6. Interview and advise students whenever any problem arises and report any student having difficulties to the DME as early as possible.
7. Attend SOM departmental meetings.
8. Promote the activities of SGUSOM.
9. Be responsible for all subinternship, primary care and elective rotations on their service.
10. Review the overall program with the Deans, Departmental Chairs and accreditation bodies at the time of their visits to the hospital.

2.2 COUNCILS AND COMMITTEES

2.2.1 The School of Medicine Council of Deans (SOMCOD)

The SOMCOD is composed of full Deans in the MD program and is chaired by the Dean of the SOM. The Council provides a forum to discuss issues concerning the medical school, advises the Dean on all major issues that affect the medical school and has the ultimate administrative responsibility for the MD program, subject to approval/ratification by the SOM Board, as applicable. The SOMCOD has the institutional responsibility for the overall design, management and evaluation of the entire curriculum. As a body the SOMCOD is not directly involved in the daily operation of the medical school but develops the over-all guiding goals, principles and policies of the MD program. The Dean has the authority to invite Assistant and Associate Deans, as well as any other members of the University to the meetings. The SOMCOD meets at least three times a year.

2.2.2 The School of Medicine Policy Committee on Admission (SOMPCOA)

The SOM Committee on Admissions is comprised of twelve (12) members and is chaired by the Dean of Enrolment Planning. Members are either statutory or members of the Faculty Student Selection Committee and include:

- Dean of Enrollment Strategy, Chair
- Dean of Admission
- Associate Dean of Admission
- Provost
- Dean of the SOM
- Dean of Basic Sciences
- Dean of Students
- Dean of Graduate Studies
- Dean of Clinical Studies U.K
- Chair, Department of Public Health and Preventive Medicine
- Members of the Faculty Student Selection Committee (FSSC) (responsible for the selection of students into the Doctor of Medicine program from the pool of candidates for admission)

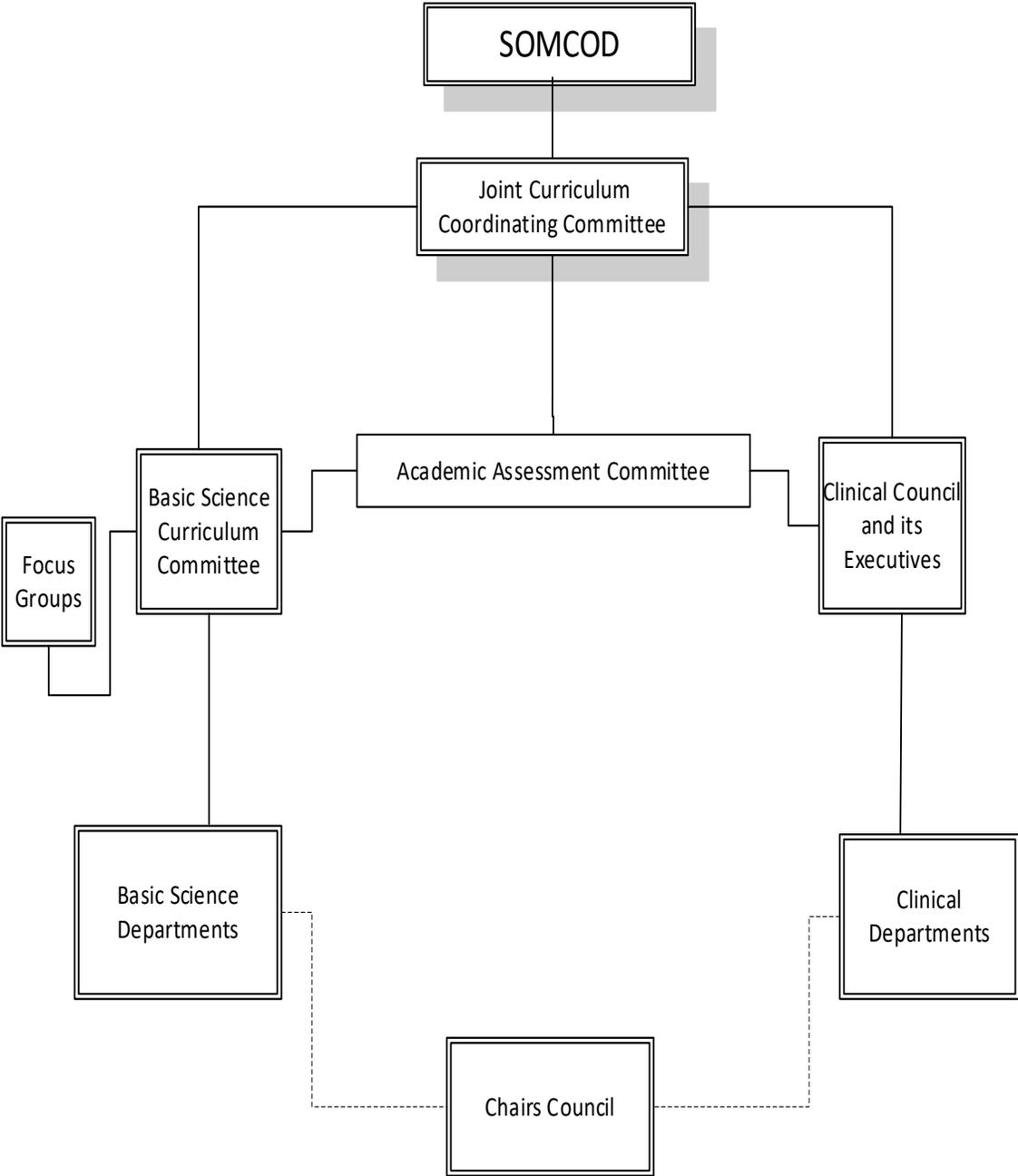
The School of Medicine Committee on Admissions reports to the Dean of SOM. The SOM Committee on Admissions is responsible for:

1. Reviewing outcomes and setting policy on admission for the SOM.
2. Setting and reviewing procedures to be utilized by the Committee on Admissions.
3. Refining the procedures by which the FSSC Committee on Admission communicates with the Office of Admission.

2.2.4 School of Medicine Joint Curriculum Coordinating Committee

The SOM Joint Curriculum Coordinating Committee (JCCC) is a faculty-administrative body that reports to the SOMCOD. The SOM JCCC is responsible for the overall design, management and evaluation of the curriculum throughout the MD program and receives reports from the Basic Sciences Curriculum Committee and the Clinical Council and its Executives.

CURRICULUM COMMITTEE STRUCTURE



2.2.5 The Curriculum Committee Structure

2.2.5.1 *The Basic Science Curriculum Committee*

The Basic Sciences Curriculum Committee (BSCC) includes faculty members from all Basic Sciences terms (1-5), as well as KBTGSP program, and student representation. Voting members include 11 full-time faculty in the Basic Sciences of the SOM and one student enrolled in the Basic Sciences of the SOM. Members of the BSCC are appointed by the Dean of Basic Sciences.

The BSCC reports to the SOMCOD and to the JCCC. Other members of the University (such as Department of Educational Services (DES), Dean of Students (DOS), technical or reference/research personnel) may serve in an ad hoc role as needed by the BSCC to fulfill its mission.

Three student members are appointed by the Student Government Association. The collective student members share a single vote on all BSCC issues. The collective student members count as a single voting member for purposes of defining a quorum.

To remain in good standing, a voting faculty member can be absent from no more than two BSCC meetings in any academic year and must contribute to all BSCC activities. Members may be considered to be present and contribute to the meeting via written proxy, via electronic media, or via another faculty member designate from their assigned constituency attending the scheduled meeting in their place.

Additional charges of the BSCC are to:

1. Assess curricular concerns of students, faculty, administrators, and external review bodies;
2. Review and implement new course and course change proposals from faculty;
3. Continuously review and evaluate the SOM curriculum against available objective standards and measurable curricular outcomes;
4. Monitor, coordinate and facilitate the implementation of horizontal and vertical integration of the SOM curriculum;
5. Recommend changes in the curriculum based upon the results of objective internal and external course and departmental reviews;
6. Report findings and recommendations to the SOMCOD and JCCC;
7. Provide faculty members to the 5 Faculty Subcommittees;
8. Utilize a series of faculty focus groups to address specific curricular issues related to the Basic Sciences, as well as the Faculty Subcommittees and Focus groups, to maximize faculty input into curricular development; and
9. Implement curricular changes through faculty initiatives, objective curricular review, course reviews at the direction of the Dean of the SOM, Dean of Basic Sciences and Dean of Clinical Studies.

2.2.5.2 *The Clinical Council*

The Clinical Council consists of the DME's from affiliated hospitals, all Clinical Chairs and Associate Chairs, and all Clinical Deans and Assistant/ Associate Clinical Deans. Student representatives are considered part of this Council. The Clinical Council meets annually in Grenada and is chaired by the Dean of the SOM. The Clinical Council is a major advisory body to the Dean of SOM regarding the clinical program and reports on curriculum issues to the JCCC.

2.2.5.2.1 *Clinical Council Executives*

The Executive function of the Clinical Council is carried out by a US Clinical Council Executive and a UK Clinical Council Executive. The US Clinical Council Executive is chaired by the Dean of the SOM and consists of Clinical Deans, Clinical Department Chairs, and at large clinical faculty chosen by the Dean. The UK Clinical Council Executive is chaired by the Dean of Clinical Studies (UK) and consists of the Associate Chairs of the clinical departments and the DMEs in the UK. Each of these Executive bodies meets at least twice per year to discuss curricular issues regarding the clinical years.

2.2.6 *Chairs Council (CC)*

The CC consists of the Chairs of all departments in the medical program. The CC meets annually in Grenada and is chaired by the Dean of the SOM. The CC serves as a forum to exchange ideas about medical education and the SOM curriculum, and offers a unique venue for the Basic Science and Clinical Chairs to interact with each other and the Dean of SOM.

2.2.7 *The Basic Sciences Dean's Council*

The Basic Sciences Dean's Council is chaired by the Dean of Basic Sciences and is comprised of the Dean of Basic Sciences and Basic Sciences Chairs. The Dean of Basic Sciences has the authority to invite Assistant and Associate Deans, as well as any other members of the SGU to the meetings. The Council receives recommendations from the Faculty Senate and is an advisory body to the Dean of the SOM and the Dean of Basic Sciences regarding the basic sciences terms of the SOM.

2.2.8 *School of Medicine Faculty Senate*

The Faculty Senate is an advisory body to the administration and consists of a Clinical Division and a Basic Sciences Division. Details of the constitution and organization of the Senate and Senate committees are presented in the Faculty Senate by-laws. Resolutions regarding SOM faculty and student issues are forwarded from individual committees to the Senate Executive Committees. Approved resolutions from the Senate Executive Committees are forwarded to the Basic Science Dean's Council, the Clinical Council or the Dean of SOM as applicable for the resolution.

2.2.9 *Committees on Academic Progress and Professional Standards (CAPPS)*

The Committee for Academic Progress and Standards (CAPPS) is an appellant body composed of faculty that reviews appeals from students recommended for dismissal by an academic dean. CAPPS can uphold the dismissal, in which case students have the option to withdraw or be dismissed. CAPPS can grant student appeal and place students on a monitored academic status, a period of academic focus, or probation with conditions. There is no mechanism for further appeal following decision by CAPPS, and its decision is final.

2.2.10 *Graduation Assessment Board (GAB)*

The SOM Graduation Assessment Board (GAB) meets semi-annually to determine which students are meeting graduation requirements. The GAB, which is chaired by the Dean of Academic Affairs, consists of senior faculty members appointed by the Dean.

The GAB Chair is responsible for:

1. Identifying students receive an F in a rotation or any component of their evaluation during their clinical training. These students receive a letter notifying them that they no longer meet graduation requirements and what they must do in order to be eligible to graduate.
2. Reviewing and approving all candidates for graduation.

3 PROFESSIONAL CONDUCT

3.1 PROFESSIONAL RESPONSIBILITIES

Members of faculty must perform their duties as set forth in their employment/appointment letters, the Clinical Training Manual, University Faculty Handbook and this SOM Faculty Handbook and which also include, but are not limited to:

1. Responsibility to an academic discipline: Each member of faculty should contribute to curriculum review, program planning and innovation, scholarly productivity, and active participation in professional societies, especially keeping abreast of the latest research and development in their particular disciplines.
2. Responsibility as a professional educator: Each member of faculty should be an effective teacher, adhere to decisions made by the SOMCOD (and approved/ratified by the SOM Board as applicable) and do what is necessary to ensure successful outcome for all students.
3. Responsibility to the SOM: Each member of faculty should participate in non-classroom activities, such as committee work and administrative work.

It is the function of the department Chair and the Dean in charge of the program to ensure that all faculty are fulfilling their responsibilities effectively.

Prompt attendance at all assigned educational activities is a minimum requirement for faculty. Faculty members in years one and two who expect to be absent from their duties must have written approval from the department Chair and Dean of Basic Sciences well in advance. If unavoidable delay or absence occurs, the department Chair must be informed as soon as possible, and every effort be made to have the responsibilities covered.

Clinical faculty at affiliated hospitals must also comply with the policies of their hospitals or health care facilities.

3.1.1 Public and Community Service and Service to Other Organizations

The SOM encourages its full-time professionals to engage in public and community service that would enhance their professional competence and be beneficial to the University and the community. However, they may not engage in such service if it interferes with the competent discharge of their duties or creates a conflict of interest with their employment. Faculty in years one and two who wish to engage in such service must obtain written permission from the Dean of Basic Sciences as outlined below prior to the start of the engagement whenever such service meets any of the following criteria:

1. Service requires a significant amount of time (>1.0 FTE) and effort by the individual.
2. Service requires the use of university resources, telephone, internet, or office space.
3. Service requires an adjustment of teaching or office hours.

4. Service may be in conflict, or appear to be in conflict, with the contractual obligations of the individual to the University.

The procedure for gaining such permission is set and reviewed by the appropriate Dean and ensures that there is full disclosure of the nature, scope, and duration of the engagement.

Types of service covered by this policy include any paid or non-paid public or community service, as well as service to a business or professional organization.

3.1.1.1 Procedure for Requesting Permission

This procedure has four parts as outlined below.

1. The individual's application: The individual must submit a formal written request to his or her Department Chair with the following information:
 - a) The organization with which the individual will be engaged;
 - b) A copy of the contract or agreement governing the engagement;
 - c) A description of the activity in which the individual will be engaged, including starting and ending dates;
 - d) Scheduled and unscheduled time and tasks;
 - e) A description of the anticipated impact on the duties of the employee;
 - f) Potential benefits to the professional development of the individual; and
 - g) Potential benefits to the University.
2. The Academic Review recommendation.
3. Administrative Review: The appropriate Dean will send the request with his/ her recommendation to the University's Legal Counsel for legal advice, as appropriate, which will be provided to the Dean of Basic Science.
4. The Dean of Basic Science issues a decision of approval/disapproval, which decision shall be final.

3.1.2 Professional Practice by Full Time Faculty and Visiting Professors in Grenada During Years 1 and 2

Physicians associated with St. George's University (SGU) have offered professional care to residents of Grenada for many years. The value of their service is incalculable, and it is clear that the presence of SGU's skilled physicians has meant the difference of life and death for a number of residents of Grenada. Full time faculty physicians and visiting professors in Grenada during Years 1 and 2 must observe the following regulations if they wish to practice medicine while in Grenada. They:

1. Are not permitted to practice unless they are licensed in Grenada and have obtained permission from the Dean of Basic Sciences.
2. Must fulfill all requirements that are stipulated by the Grenada Medical & Dental Council.
3. Must receive written permission from the Dean of Basic Sciences to practice outside of the University and must arrange their own medical indemnity insurance for such practice.
4. May practice at the General Hospital and other Government facilities with permission from the Ministry of Health. They may not engage in private practice on University premises or use any University facilities for this practice. They may provide medical care for students, faculty, staff and their immediate families within the facilities of the University. They may carry out procedures in which they are specifically qualified (e.g.

placing cardiac pacemakers) as long as the referring physician is fully registered in Grenada. .

5. May provide emergency assistance in any situation where their specific training may be necessary to save life or limb (“the Good Samaritan act”).
6. Must provide and maintain an up-to-date certified copy of their license to practice on file in the University Business Office and a photocopy in their human resources file in the Dean of Basic Science’s office.

4 FACULTY FOR YEARS ONE AND TWO

4.1 RECRUITMENT AND APPOINTMENTS

SGU serves an international culturally diverse student body in the SOM. The recruitment of a representative faculty body to serve the teaching and support of this student population is a priority of SGU.

SGU is an Equal Employment Opportunity Employer and consider applications for all positions without regard to race, ethnicity, religion, creed, gender, national origin, age, disability, sexual orientation, citizenship status, genetic information, or any other legally protected status.

The University strives to maintain the highest standards of teaching, research, and service; therefore, it is essential that the faculty be composed of individuals with appropriate professional qualifications and the personal integrity expected of physicians and physician educators. The University verifies professional qualifications and background checks of all appointed faculty.

The faculty members at the University are encouraged to engage in scholarly and creative work. Each will be judged according to his/her total academic performance.

4.1.1 Departments

Staffing needs in the departments are determined jointly by the Department Chair and the Dean of Basic Sciences. All positions are advertised under the Employment Opportunities link in the Faculty and Staff tab of the SGU homepage. Additional external advertising is arranged by the Faculty Recruitment Administrator (FRA). The procedure for recruitment of faculty in the Basic Sciences is as follows:

4.1.1.1 Faculty Recruitment Request Form (FRRF) for New Faculty Position

The Faculty Recruitment Request Form (FRRF) can be obtained from Cornerstone> Recruit > Submit Requisition Request form.

The person initiating the request is the Department Chair or person designated by the Chair.

Budgetary approval must be obtained from Finance Department prior to the submission of the requisition.

After submission of the FRRF, the form is then created by FRA and then on to the Dean of Basic Sciences (DBS).

Once the position is formally approved the requisition will be submitted for posting on the SGU career site and Journals as requested by the Department Chair.

4.1.1.2 Search Process Outline

Review Committee

1. All applications will be pre-screened by the ‘review committee’. The review committee should consist of a minimum of 3 and maximum of 5 faculty members.

2. All applications will be submitted via the SGU career site. The Review Committee members should then rate the applicants on-line.
3. Applications should be reviewed at regular intervals until the closing date.
4. The Hiring Manager/Chair Search Committee selects the appropriate 'Flag' based on ratings applied to each application.

Recommendations by the Review Committee

1. Unsuitable applicants will be notified accordingly by the FRA and moved to the "Rejected applicant" folder.
2. In the event that no suitable candidates were identified, arrangements should then be made by the Department Chair, via the Faculty Recruitment Administrator, to revise the advertisement, extend the deadline, change/expand the advertising, etc.

Search Committee Review of forwarded applications

The membership of the Search Committee members will be established by the Department Chair (departmental members) and Dean of Basic Sciences office (SOM faculty members external to department). At least two of the committee members should be from the host Department. The list of members will be included on the 'Requisition Form. Chairs should contact the DOBS to establish the membership prior to filling in the form.

Search Committee members will be required to review/rate all applications and apply the number of stars accordingly.

The Search Committee members will be able to review the applications on-line and rate the applicants based on their resumes. The System will then combine the averages of all the ratings by the committee members, for each applicant.

It is the job of the Search Committee Chair to ensure that all candidates are reviewed in a timely fashion. Ideally, they should receive further information relating to their application – rejection, phone interview or on-campus interview - no later than 1 month after their applications has been reviewed by the Review Committee. This will therefore be an ongoing process until the closing date is reached.

Verification of degree must be sought and background check, prior to offer of appointment. All appointments are subject to rescission upon receipt of results that are unacceptable to the SGUSOM .

4.1.1.3. Interview Process

Phone Interviews/Online Interviews

All suitable candidates must undergo a telephone interview before they are invited for a formal on-site interview. The majority of the committee members must be present and participate in the interview. A minimum 30 minute interview is recommended and should be both audio and video.

If a candidate is to be subsequently invited for an on-site interview, the candidate's status must be updated by the Hiring Manager and the respective 'flag' applied.

A total of three (2-3) candidates are recommended for a formal on-site interview, however, if a suitable quality candidate is found, it may not be necessary to conduct formal on-sight interviews with multiple candidates.

On-site (campus) interviews:

As directed by the Hiring Manager/Chair of the Search Committee, the FRA will contact suitable candidates, within 1 week of their telephone interview. Arrangements will be made for a 'Visit of the Candidate and Spouse/companion'. The FRA is responsible for completing the necessary forms to be forwarded to the Office of the President regarding airline travel, accommodation/meals and transportation.

FRA will solicit the following information from the relevant individuals prior to arrival of the candidate:

Lecture and Seminar- Topic, date, time and venue and number of students expected. An evaluation survey will be set up in Qualtrics by the FRA for the Lecture and Seminar.

- Members of the host Department and representatives of the Search Committee should also be present. Responsibilities of FRA regarding the visiting candidate include:
- Liaise with Department secretaries to schedule meetings: One-on-one interviews with faculty outside the host Department.
- One-on-one interviews with members of Reviewers & Interviewers.
- Combined group meeting of the department faculty if requested. Provision of schedule and a copy of the candidate's application to Faculty who are scheduled to meet with the candidate. Compiles evaluation results for the 'Seminar for Faculty' and 'Lecture to

Students' and a final report will be forwarded to the Hiring Manager/Chair of the Search Committee and Chair of the respective department.

Booking of relevant venues, e.g., lecture Hall for Student lecture and Seminar.

Final Selection

At the end of the interview process, Hiring Manager and Interviewers/Search Committee, makes a recommendation as to whether the candidate should be offered the position. This should be done within 2 weeks of the candidates visit and the candidate's status must be updated with the appropriate flag either 'offer' or 'reject'.

Based on the committee's decision, the Chair of the Search Committee submits a written recommendation to the Dean of Basic Sciences. This should be done within 2 weeks of the candidate's visit.

In the event that a candidate will not be offered the position, the Hiring Manager must update the candidate's status by applying the respective 'Flag'. Hiring Manager is responsible for communicating to candidates that came on campus that they were not selected.

4.1.1.4 Appointment of New Faculty

1. Once the candidate status is changed to 'offer' in Cornerstone the Dean of Basic Science Office will process the application for the formation of a letter of appointment.
2. The administration for the letters of appointment is completed by the Dean of Basic Sciences office. In the SOM the appointment recommendation does not exceed the last academic rank held.

3. The letter of Appointment is forwarded to the Vice-Chancellor's Office for approval and signature. The Dean of Basic Sciences office is responsible for providing the official letter of appointment for SOM faculty.
4. All letters of appointment approved by the Vice-Chancellor will be distributed as follows:
 - University Provost
 - Dean of the relevant School
 - Departmental Chair
 - Chief Financial Officer
 - Accounts Manager

Newly-Appointed Faculty

The newly-appointed faculty member will be required to sign a copy of the appointment letter agreeing to the terms and conditions outlined and submit the letter and one (1) passport photo along with a copy of detail page of Passport, to the Office of the Provost for SAS, SVM & SS and Office of the Dean of Basic Sciences for SOM. The appointment letter is subject to the results of a background check that are satisfactory to the University..

On Boarding

Newly appointed Faculty are required to complete the following forms:

1. Confidentiality Agreement Form
2. Compliance Statement
3. Personal information Form (for contact person in case of emergency)

Newly appointed Faculty officially assume their responsibilities after reporting to the Dean of Basic Sciences office.

4.2 CONTRACTS AND TERMS OF EMPLOYMENT

4.2.1 Employment Agreement

An employment agreement is reached with an individual at the time of appointment to the faculty. Taken into consideration are: teaching experience, professional expertise, and experience within the individual's profession, administrative duties, and level of education achieved by the appointee. The appointment is contingent upon the completion of a background check (and the University's satisfaction with the results and findings thereof). Initial appointments and renewal are usually for one year; subsequent appointments or contracts may be for longer periods.

In order to teach in any Courses offered by the University other than in the SOM, a Basic Science faculty member must be granted permission from both his/her Department Chair and the Dean of Basic Sciences. Such permission must specify the School in which the Course is to be offered the name of the Course and its duration.

Upon acceptance of an offer of employment as SGU, all faculty shall execute in writing an acknowledgment of acceptance, which may be part of their appointment letter, of the SGU Confidentiality Policy and the Compliance Statement For Employees With Access To Student Records and/or Information. Thereafter, on an annual basis, each faculty member shall execute, in writing, acknowledgment of acceptance of the SGU Confidentiality Policy and the Compliance Statement For Employees With Access To Student Records and/or Information. The SGU

Confidentiality Policy and Compliance Statement For Employees With Access To Student Records and/or Information are reproduced below:

4.2.1.1 St. George's University Employment Confidentiality Agreement

St. George's University Employment Confidentiality Agreement

As an Employee at St. George's University, I understand that the nature of my job will allow and/or require me to have access to student information that is confidential, the disclosure of which is prohibited by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the policies of St. George's University. Attached hereto is the "Compliance Statement For Employees With Access To Student Records And/or Information", that you are required to read and follow.

Since conduct, either on or off the job, could affect or threaten the security and confidentiality of this information, I understand that I am expected to adhere to the following:

1. The information and materials to which I have access will be treated in a professional and confidential manner. Such information includes, but is not limited to student grades, financial information, identification number, class schedule, place of employment, etc.
2. I will not make use of or permit unauthorized use of any information in files maintained, stored, or processed in any office or facility affiliated with the University.
3. I am not permitted to seek personal benefit or allow others to benefit personally by knowledge of any confidential information that has come to me by virtue of my Employment and/or work assignment.
4. I will not exhibit or divulge the contents of any record or report to any person except in the conduct of their work assignment and in accordance with the policies and procedures of the University.
5. I will not knowingly include or cause to be included in any record or report a false, inaccurate, or misleading entry. I will not knowingly expunge or cause to be expunged in any record or report a data entry.
6. No official record or report, or copy thereof, from the office where it is maintained may be removed except in the performance of a person's duties.
7. I will not aid, abet, or act in conspiracy with another to violate any part of this confidentiality agreement.
8. Any knowledge of a violation must immediately be reported to a person's supervisor. Each employee holds a position of trust and must recognize the responsibilities of preserving the security and confidentiality of University information. Violation of this agreement is a violation of FERPA and the policies and procedures of the University, and may constitute reasonable grounds for reprimand, termination, or dismissal from the University.
9. Employee recognizes that any breach of this Agreement will cause the University irreparable harm. Employee recognizes that the University's remedies at law may be inadequate and that the University shall have the right to seek injunctive relief in addition to any other remedy available to it. Therefore, if Employee breaches this Agreement or any of the covenants contained herein, the University has the right to, and will seek, issuance of a court-ordered injunction, as well as any and all other remedies and damages, to compel the enforcement of the terms stated herein. Employee expressly agrees that the University shall be entitled to injunctive and/or other equitable relief in court to prevent further breach of this Agreement. If court action is necessary to enforce

this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees and court costs.

10. If any part of this Agreement is held unenforceable or invalid, the remaining parts thereof shall continue to be enforceable. If the provisions imposing time restrictions are deemed unenforceable by a court of competent jurisdiction, then such provisions for the purposes of this Agreement shall include the maximum time period which a court of competent jurisdiction determines to be reasonable, valid, and enforceable.
11. Employee acknowledges that signing this Agreement is a condition of employment and that employment or continued employment is sufficient consideration for signing this Agreement and compliance with the promises made herein.
12. Upon termination of employment, the Employee will return to the University, retaining no copies, all documents relating to the University's business including, but not limited to, reports, manuals, drawings, diagrams, blueprints, correspondence, student and/or vendor lists, computer programs, computer hardware, telephones, Blackberries, equipment and all other materials and all copies of such materials, obtained by the Employee during employment.
13. The University may notify any future or prospective employer or third party of the existence of this agreement, and shall be entitled to full injunctive relief, and any other legal remedies available for any breach.
14. This agreement shall be binding upon me and my personal representatives and successors in interest, and shall inure to the benefit of the University, its successors and assigns.
15. In case of any dispute hereunder, the parties will submit to the exclusive jurisdiction and venue of any court of competent jurisdiction sitting in Grenada West Indies and will comply with all requirements necessary to give such court jurisdiction over the parties and the controversy. Each party hereby waives any right to a jury trial.

I have received a copy of, have read, do understand, and will comply with the Employment Confidentiality Agreement of St. George's University.

Employee: _____
(Signature) (Please Print)

Signature Date: _____

Supervisor Signature: _____

Department: _____ Date: _____

4.2.1.2 COMPLIANCE STATEMENT FOR EMPLOYEES WITH ACCESS TO STUDENT RECORDS AND/OR INFORMATION

Compliance Statement for Employees with Access to Student Records and/or Information

The Federal Family Educational Rights and Privacy Act (FERPA), and the St. George's University Privacy and Confidentiality Policy (as outlined in the staff and faculty handbooks) govern the conduct of University employees with access to student records who act in the student's educational interest within the limits of the employee's need to know.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

FERPA provides, in part, that:

No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information, or as is permitted under paragraph (1) of this subsection, unless-

(A) there is written consent from the student's parents (or eligible student) specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

(B) except as provided in paragraph (1)(J), such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

20 U.S.C. § 1232g (b) (2)

To ensure compliance, the University requires that employees be aware of US federal law (<http://baysgu35.sgu.edu/members.nsf/StudentManual2009-2010.pdf> Page 14) and University regulations that govern student records. This statement clarifies the responsibilities of persons with access to student education records.

All staff in the Office of Enrolment Planning: Recruitment, Admissions and Registrar; Office of Financial Aid, Office of Student Finances, Office of the Dean of Students, Office of Clinical Studies/SOM, Office of Educational Services,

Office of Student Finances, Office of Educational Research and Development, and all Offices of the Academic Deans must sign this agreement as a condition of employment; others may be asked to sign this statement as a condition of gaining access to the student records systems.

Confidentiality All information about an applicant and student is deemed confidential and should be utilized only for a valid educational purpose. Any printed information generated about a student which has specific confidential information (ID#, SS#, grades) should be shredded immediately after its use (if not being sent to external agencies due to a request by the student or by a legal entity with the right to receive this information).

For those utilizing the SGU Beyond 30 system in the student database:

1. Your security password should remain confidential.
2. You must log off the Banner student system when leaving your computer workstation.

Education Records: Information and documents relating to students' grades, evaluations, and academic performance are "education records" within the meaning of FERPA, see 34 C.F.R. § 99.3, and are thus protected under the statute. Faculty and Staff may access student records only as necessary to perform assigned duties. Access will be assigned by category of job responsibilities and will be limited to the assigned access.

Directory Information: As noted above, FERPA establishes that, "No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information.

Records that contain personally identifiable information about students are protected within the meaning of FERPA and should not be divulged without express written consent of the student.

Any information, other than directory information, related to the identification of a student is personally identifiable information subject to FERPA and cannot be published without the written consent of the student.

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

All other student information should be deemed private and may not be released outside the University without the student's written permission. No information on an applicant's record may be released outside the University, except to an agent designated by the applicant, until the applicant becomes a registered student and has a chance to initiate a suppress. No information on financial aid records may be released outside the University except as authorized or required by federal and state regulations.

While schools generally must have written permission from the parent or eligible student in order to release any information from a student's education record, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under all other circumstances, staff must limit publishing of private, non- directory information - especially social security numbers and campus IDs - to those activities that are absolutely essential (i.e. US DOE requires SS# for verification). Such lists must be shredded as soon as they have been used. Identification numbers should never be published in documents intended for general consumption. Hard-copy documents should be kept in secured locations until they are shredded, and electronic files should not be kept on laptop hard-drives.

Staff granted access to SGU Beyond 30 student institutional databases or batch files agree to:

1. Comply with all data standards policies as presented in the Guidelines for Data Standards, Data Integrity and Security;
2. Store information under secure conditions;
3. Make every effort to ensure students' privacy;
4. Destroy information when it is no longer needed;
5. Use information only as described in the request for data or access to institutional data base files;
6. Release information to a third party only if authorized approval is given;
7. Never represent summary data from files as "official" University data.

Violations: Any violation of US federal law or University policy constitutes grounds for rescinding access to student records or imposing disciplinary action, up to and including dismissal.

Violations include the following offenses and any other comparable action:

1. Not adhering to the University's guidelines of the handling of student records;
2. Not adhering to data standards guidelines as presented in the Guidelines for Data Standards, Data Integrity and Security
3. Releasing information about students requested on the basis of non-public information (e.g., names of all international students, names of all students with a GPA lower than 2.0);
4. Altering a student's record without appropriate supporting documentation/authorization, regardless of whether you benefit from this alteration;
5. Accessing a student record outside of your assigned duties;
6. Releasing suppressed or private information without authorization;
7. Publicly discussing a student's record in a way that might personally identify that student;
8. Sharing computer security passwords.

I have read this compliance statement and agree to the conditions and terms outlined herein.

Name (printed)

Title

Signature

Department

Today's Date: _____

4.2.2 Salary Structure and Annual Cost of Living Adjustment

The University's agreement on the salary structure and annual cost of living adjustment (COLA) payable to faculty members has the following terms:

1. Each faculty member is paid according to the Faculty Compensation Plan introduced in 2007.
2. Each member of faculty holding at least the rank of Instructor will be eligible to receive an annual performance bonus. Such bonus will be paid on 31st October of the following academic year. To be eligible to receive such performance bonus, a faculty member must be employed by the University at the time such bonus payments are made.
3. Currently the value of COLA, determined by the Administration, is incorporated into base salaries.
4. All increases in faculty base salaries are affected on July 1 each year.
5. The basic contract is for a period of 12 months each year with a professional commitment to the University of 10 months.

4.2.3 Faculty-Student Interaction

Faculty members in the Basic Sciences Program of the SOM are responsible for establishing appropriate opportunities for interactions with students in addition to scheduled lectures. Ten (10) hours per week of faculty-student interaction are required of those faculty not teaching in a laboratory and six (6) office hours for those that have laboratory assignments. Faculty-student interaction can be facilitated through electronic forms (e.g., chat rooms, discussion forums) and/or scheduled office hours. A schedule of office hours should be sent to the Dean of Basic Sciences during the first week of each term.

4.2.4 Faculty Business Meetings in the SOM Basic Sciences

The Dean of Basic Sciences convenes a Business Meeting for all Faculty of the Basic Sciences once a year. The Department Chair decides the date for the start of the academic term for the department in consultation with and approval of the Dean of Basic Sciences. The faculty of the department should report for duty by that date unless other University duties prevent them from attending.

4.2.5 Professional and Business Meetings

After one contractual year has been completed, and upon acceptance of the offer for renewal of contract, each faculty member in the Basic Sciences becomes eligible to receive financial support for participation in one professional meeting per year according to University guidelines. If a faculty member is asked to travel on University business, he/she will be reimbursed according to University guidelines and policy.

While attending a professional or business meeting, each member of faculty in the SOM Basic Sciences is allowed to purchase textbooks. Sums up to the allowed maximum in any year will be reimbursed upon submission of a reimbursement form and associated receipts. Reimbursements are issued only for the term in which the actual purchases are made. Request for reimbursement should be made within 30 days following return to Grenada.

4.2.6 Evaluations and Reviews in the Basic Sciences Program

Preamble: Continuous Quality Improvement (CQI) has been identified by the LCME as a critical component in the assurance that Medical Schools are meeting programmatic goals and outcomes. The necessity of CQI and its application to Faculty Professional Development, and the role of faculty and students in this process are emphasized by the following LCME

Standards and Elements. These standards/elements were considered in the development of the proposed Course and Faculty Summative Critique System and its administration.

- LCME Element 1.1: Strategic Planning and Continuous Quality Improvement
- LCME Element 4.3: Faculty Appointment Policies
- LCME Element 4.4: Feedback to Faculty
- LCME Element 4.5: Faculty Professional Development
- LCME Element 8.3: Curricular Design, Review, Revision/Content Monitoring
- LCME Element 8.5: Medical Student Feedback

4.2.6.1 Definition of Evaluations and Responsibilities for Preparation of Faculty and Course Evaluations

All on-line End-of-Course Evaluations, Instructor Evaluations and Interim Evaluations are administered by The Office of Institutional Advancement (OIA), on behalf of the SOM, using the official SGU evaluation software, currently CoursEval.

1. All mandatory Basic Sciences courses in the MD program, and Pre-Professional Program, undergo formative Interim Evaluation at mid-term and summative End of Course Evaluation at the end of each term.
2. The DOBS office forwards the contributing faculty list to the OIA. OIA prepares the Instructor Evaluations, Interim Evaluations, and the End-of-Course Evaluations for the term.
3. The Deans Office may request that one or two additional questions be placed in the survey to address any specific curricular changes that are planned that term.
4. All full-time faculty contributing to didactic teaching undergo summative Instructor Evaluation at the end of each term. Student evaluations relating to instructor and course performance are one component of the cumulative performance information that is used to determine faculty appointment, renewal, promotion, remediation, and dismissal.
5. Evaluation of Visiting Professors (VPs) and Part-Time (PT) faculty is the responsibility of the hiring/inviting department Chair and occurs following each course administration. The Chair reports the results of the evaluation to the DOBS Office along with justification for the renewal of the VP/PT faculty contract. The evaluation survey used is the same as that used by the SOM for all Full-Time (FT) faculty.
6. Evaluation of Selective Courses is the responsibility of the respective Department Chair and occurs following each course administration. The Chair report the evaluation results to the DOBS Office. The evaluation survey is the same as that used by the SOM for all mandatory courses in the MD program, although additional questions can be formulated by the Department Chair.
7. In the last week of each term the Department Chairs compile a list of all FT faculty in their departments that contribute to didactic instruction in the upcoming term, and report this to the DOBS office with an estimate of didactic hours to be contributed by each faculty member on each course.

Timing of Evaluations and Responsibilities for Administration of Evaluations

1. Interim evaluations (except term 3) open on the Monday following each terms mid-term exam week and remain open for 1 week. Dates are published in the administrative master schedule for SOM.
2. End-of-Course evaluations open on the last day of instruction in each term and remain open for 3 weeks. The OIA: open and announce the evaluation link, communicate the window of opportunity for completion of evaluations, provide instructions for survey completion, communicate a statement of mandatory participation by the students, communicate a reminder of responsibility for constructive feedback, and send reminder e-mails to students to promote participation.
3. Course Directors communicate a statement of mandatory participation by the students, a reminder of student professional responsibility for constructive feedback, and promote participation in the evaluation, via lecture or the course management site.

Results of Evaluations

1. OIA ensure evaluations are accessible online immediately following closure of the evaluation window.
 - a) A DOBS Representative has access to all data for SOM End-of-Course Evaluations and Instructor Evaluations.
 - b) A DOBS Representative has access to all data for all Interim Evaluations.
 - c) Department Chairs and Course Directors have access to End-of-Course Evaluations and Instructor Evaluations for their respective courses and contributing faculty.
 - d) Instructors have access to reports for each course in which they were evaluated.
2. The OIA provides a summary report of all End-of-Course Evaluations and Instructor Evaluations to the DOBS office by the end of January or August, respectively, for the Spring and Fall terms.
3. The OIA provides the Interim Evaluation data to the President of the Student Government Association, the DOBS Office, and the Dean of Students Office no later than 3 days after the Interim Evaluation window is closed.
4. The SGA compiles and summarizes the Interim Evaluation data on the SGA Summary Report Form available from the DOBS Office.
5. A Deans Meeting is convened by the DOBS Office with the SGA and representation from DOS Office to discuss and minute the SGA Summary Report Form.
6. Course Directors complete their component (response) of the SGA Summary Report Form and send it to DOBS office. The DOBS office meet Course Directors to discuss requirements for addressing any issues raised in the interim evaluations.
7. Course Directors give feedback to the class about their intended actions in response to the Interim Evaluation on issues identified in the SGA Summary Report Form. The completed summary report form is then filed by the DOBS office and is presented to the Curriculum Committee at the end of term.
8. The incoming SGA class for the following term has access to the SGA Summary Report Form from the preceding term.
9. The DOBS office forms comparative data reports on End-of-Course Evaluations to share with Chairs and Course Directors.
10. All Interim and End-of-Course Evaluation data will be reported to the Curriculum Committee by the DOBS office at the start of the following term.

11. Instructor Evaluation and End-of-Course Evaluation data is utilized to evaluate faculty and Course Director performance, identify areas for faculty development, evaluate innovative curricular elements or teaching technologies, identify trends in course satisfaction and instructional performance, and evaluate the effectiveness of VP's based on student satisfaction and instructional outcomes.
12. As an ongoing practice for quality assurance, feedback on the quality of course delivery (design and instruction) to Course Directors, and instructor performance, is used to target faculty development. Faculty Development is the responsibility of the Department Chair. The Director of Faculty Development may assist faculty as an Instructional Consultant at the request of Chairs, or Faculty themselves.
13. During the Orientation Lecture for Basic Sciences courses in the SOM, the Course Director reports the successful elements of the course to students, as identified by the most recent End-of-Course and Interim Evaluations; in addition, discussion of less successful elements, and the corrective action to be taken, is included. Where academic arguments prevail over problems identified on the course evaluations, the Course Director should explain the rationale for no change and/or the related constraints.
14. The OIA retains an electronic archive of the evaluations from the critique database.
15. Evaluation dates, survey opening and closing dates, and final data report dates are included in the SOM administrative schedule.
16. The SOM views students' contributions to Quality Improvement as a measurable component of student professionalism. As such, participation in the online Interim Evaluations, End-of-Course Evaluations and Instructor Evaluations is mandatory.

Proposed Timeline for Evaluations

1. Week 1. Chairs declare all faculty contributing to instruction, their hours and course codes to DOBS office.
2. Week 2. DOBS office forward the final list of Faculty to OIS for evaluation survey preparation.
3. Week 4. OIS check database for completeness. All courses and participating faculty should be reported to DOBS.
4. Week 5. OIS should confirm all evaluation dates (opening and closing) based on the administrative master schedule.
5. Midterm weeks (variable for each term). The Interim Evaluation surveys open for 1 week, on the Monday following each terms mid-term exam week. The survey results are compiled by OIA and sent to DOBS, SGA and DOS no later than 3 days after the closure of interim surveys. SGA compile and report the data on the SGA Summary Report Form to the DOBS. Course Directors read and complete their section of the summary report form and meet with the DOBS office. Prior to the end of term Course Directors then give feedback to students about the changes/or not that are to be implemented next term in response to Interim Evaluations.
6. Week 16 (approximately). Summative End-of-Course Evaluations and Instructor Evaluations will open for each term on the last day of instruction for that term. Evaluations will remain open for three weeks. OIA will issue reminders for evaluation completion.
1. After closure of the End-of-Course Evaluations and Instructor Evaluations all data should be made available to faculty, Course Directors and Chairs as relevant (see Results of Evaluations above).

2. The DOBS Office compiles results and receives summary reports from OIA. Summary data is then communicated to all Course Directors for all courses by DOBS office.
3. The DOBS Office reports all evaluation data (interim and end of term) to the curriculum committee, which will use the data to evaluate course growth and development.

Content of Evaluations

Survey Questions for End-of-Course/Module Evaluations include:

1. The course/module structure and expectations were clearly communicated.
2. This course/module facilitated the application of content to clinical scenarios.
3. The learning objectives helped to guide my learning.
4. This course/module incorporated good feedback on performance that allowed me to develop (e.g. practice questions, IMCQ sessions, in class clicker questions).
5. Assessments provided students with the opportunity to apply their knowledge and/or skills gained from this course/module.
6. The time and effort spent in preparation for this course/module and its assessment was proportionate to the credit allotment for this course.
7. Overall this course/module contributed effectively to my medical knowledge.
8. Please describe an element of the course that aided your learning.
9. Please provide a specific example of how this course could be improved.
10. I wish to abstain from the evaluation process.

Survey Questions for Instructor Evaluations include

1. The instructor effectively engaged me in learning course/module content.
2. The instructor effectively related material to other content in this or other courses/modules.
3. The instructor effectively explained complex material.
4. The instructor effectively guided me in the application of course content to relevant clinical situations.
5. The instructor maintained a respectful and positive classroom environment.
6. The instructor was approachable and willing to assist in student learning.
7. Overall, the instructor enhanced my understanding of the material they taught.
8. Please provide a specific example of how this instructor aided your learning.
9. Please provide a specific example of how this instructor could improve their instruction.
(open)
10. I wish to abstain from the evaluation process.

Survey Questions for Interim Evaluations

1. Which resources were useful to you in preparation for exams on this course/module
(open)
2. What advice would you give to an incoming student to aid their mastery of the material on this course/module?
3. How would you rate your knowledge of the material on this course/module prior to enrolling?
 - a) No prior knowledge
 - b) In less detail than presented in this course.
 - c) Equivalent to that presented in this course.
 - d) In more detail than presented in this course.

4. Please rate your overall satisfaction with this course.
5. Please rate how this course has academically challenged you so far.
6. Please provide a specific example of a strong element of this course that should remain unchanged.
7. Please provide a specific example of a weak element of this course that should be changed. Please also make recommendations.
8. I wish to abstain from the evaluation process.

All scales used are 6-point Likert and are scaled to an affirmation of comment posed. All have Strongly agree, agree, somewhat agree, somewhat disagree, disagree, strongly disagree as choices. Some options are available as alternatives.

4.2.6.2 Course and Department Reviews

Course Review

All Courses in the Medical School Curriculum are reviewed periodically. Courses are reviewed according to need, but in no greater than (5) year intervals. When a Course is selected for review, the Chairs of the Departments ensure that the Course Director and other members of the faculty participate fully in the review process. The goal of the Course Review is to ensure that the Teaching and Learning activities and content of the Course is academically sound and in step with the educational mission of the SOM.

Course Reviews may be held at the discretion of the Dean of Basic Sciences and the Basic Science Curriculum Subcommittee.

Course reviews are organized by the Dean of Basic Sciences and the Dean of Academic Affairs according to the Course Review Guidelines. Advance notification of a Course Review, along with a copy of the Course Review Guidelines is issued to the relevant Chairs and the Director of the Course identified by the Dean of Basic Sciences and the Basic Science Curriculum Subcommittee for review. The Final Report produced by the Review Team is given to the Dean of the SOM, the Dean of Academic Affairs and the Dean of Basic Sciences and the of Chair of the Basic Science Curriculum Subcommittee. Following administrative review, the Departments Chairs and the Course Director are sent a copy of the final report by the Dean of Basic Sciences. The Dean of Basic Sciences organizes a meeting with the Chairs of the Departments, the Course Director, the Chair of the Basic Sciences Curriculum Subcommittee and the Dean of Academic Affairs to discuss the report and make recommendations.

Department Review

Department Reviews are held as deemed necessary by the appropriate Dean. These are in-depth studies of the overall function of the department, which may include an in-depth study of all or specified courses within the department as well as the overall function of the department. The review procedures are described in the Department Review Guidelines, the offices of Department Chairs, the Dean of Academic Affairs and the Dean of Basic Sciences. Advance notification of a Department Review is issued, along with a copy of the Department Review Guidelines, to the Chair of the Department identified by the Dean of the SOM for review. The Final Report produced by the Review Team is submitted to the Dean of Basic Sciences. The Dean of Basic Sciences will produce a written response to the final report and give copies of the response to the Chair of the Department and the Dean of SOM.

4.2.7 Termination of the Employment Relationship

Termination of a faculty member's employment relationship at the end of a contract period shall be made by notice of non-renewal of contract, provided, however, the failure to provide notice of non-renewal shall not entitle the faculty member to an automatic renewal of his/her contract and any such renewal shall be wholly within the discretion of the SOM. The appropriate Dean shall notify the faculty member in writing of the decision not to renew said contract, no later than ninety (90) days prior to the expiration date of the faculty member's current contract. A faculty member who wishes to resign must give the University not less than ninety (90) consecutive days' notice, excluding the months of July and January. There is no right to a grievance or hearing if the University chooses not to renew a contract or a faculty member resigns. Members of faculty in the Teaching and Research Fellowship Program should refer to the policies specific to the program.

In the event that a faculty member is dismissed for cause prior to the expiration of such faculty member's contract or appointment except where otherwise provided in the faculty member's appointment letter, this Faculty Handbook or, where applicable, the Clinical Tutors Manual said faculty member has the following rights:

1. A hearing before the Vice Chancellor or his designee by filing a written request within fifteen (15) days after said faculty member receives notice of dismissal.
2. The determination by the Vice Chancellor shall be final and binding.
3. Faculty grievances are dealt with in accordance with the approved Faculty Grievance Procedure.

The University does not utilize the tenure system. To ensure continued high educational standards, each Course and faculty member is evaluated via student evaluation (see above).

4.2.8 Sabbatical Leave

Sabbatical Leave shall be governed by the relevant terms of the University Faculty Handbook.

4.2.9 Faculty Teaching during Vacation

The University recognizes the benefit of using, in some cases, existing faculty to teach in instructional programs that are offered during their vacation periods. In that instance, the faculty member will be compensated by a scheme of payments approved by the Administration.

4.3 FACULTY RANK OR CLASSIFICATION

4.3.1 Composition of Faculty

The faculty is composed of all persons with the rank of Professor, Clinical Professor, Associate Professor Associate Clinical Professor, Assistant Professor, Assistant Clinical Professor Instructor, Clinical Instructor, Demonstrator, Clinical Tutor, Teaching Fellow and Research Fellow who regularly teach or engage in other instructional activities or are members of an Instructional Unit or have been given a letter of appointment that grants faculty status at St. George's University SOM. In addition, a rank may have a prefixed title of "clinical, adjunct, research, visiting, distinguished or honorary," or the suffixed title of "emeritus." Members of the faculty may have either full-time or part-time status.

A full-time member of the faculty in the Basic Sciences during Years 1 and 2 is one who has a normal full-time load of teaching, research, other instructional activities, allied educational activities related to the delivery of education, advising, or administrative duties. An individual

may, without losing the status of a full-time faculty member, teach less if granted a reduction in order to devote time to other official duties.

Faculty may be approved to participate in other units of the University. Such approved activity is counted towards the faculty member's commitment to the University. All full-time faculty members are entitled to the benefits and privileges associated with that status.

Part-time Basic Science faculty members are those who teach or work less than a full load and whose appointments to the University are for a specific type and amount of service. A part-time faculty member who has an academic rank at another University is given the same rank at SGU, but as an adjunct.

4.3.2 Minimum Requirements for Ranks of Faculty

Instructor	An earned Master's degree, or MD, or doctorate, or equivalent in appropriate field of study
Assistant Professor	An earned doctorate or MD, or equivalent in appropriate field of study, and at least one (1) year as a postdoc or instructor
Associate Professor	An earned doctorate or MD, or equivalent in appropriate field of study, and at least one (1) year as a postdoc or instructor
Full Professor	An earned doctorate or MD, or equivalent in appropriate field of study, and at least five (5) years as an Associate Professor

4.3.3 Prefixed and Suffixed Titles

Prefixed and Suffixed designations are summarized below.

Prefixed Titles

- "Joint" precedes the academic title of those teachers whose primary appointments are in one department or in one of the University's Schools and who also take a part in the teaching programs of one or more of the other departments or Schools in the University.
- "Clinical" precedes the academic title of all clinical faculty with faculty appointments.
- "Adjunct" precedes the academic title of those teachers whose primary faculty appointments are elsewhere, but who take a limited part in the University's teaching program.
- "Visiting" precedes the academic title of a temporary or short-term contributor to the SOM's teaching program. This person usually has a full-time appointment elsewhere.
- "Distinguished"* may precede the academic title of a faculty member, usually a professor, who has been nominated by senior administrative persons on the basis of outstanding and well-recognized national and international contributions.

Suffixed Titles

- “Emeritus”* may follow the academic title of a faculty member, usually a professor, who has completed a long period of distinguished service to the University but is now taking a less active role.
- *The “Distinguished” and “Emeritus” designations are made by the Dean of the SOM.

Non-Prefixed Titles

- Non-prefixed Titles are given to those faculty members who have considerable administrative, organizational, and teaching responsibilities on behalf of the School. Department Chairs, DMEs and Program Directors always have non-prefixed titles.

4.4 GUIDELINES FOR PROMOTION

4.4.1 Guidelines for Basic Sciences Departments

The following guidelines, effective date, January 1st, 2019, are intended to assist and inform those seeking promotion along the professorial tracks, including the rank of Assistant, Associate, and Professor. These guidelines describe the promotion process and formal procedures for SGUSOM, including required documentation and deadlines.

Criteria for promotion to each rank fall within five categories: education, experience, performance, scholarship, and service. Excellence and productivity are critical elements within each category. Furthermore, all faculty must maintain high ethical standards and demonstrate the professional integrity expected of role models of medical and graduate students in the health sciences. For promotion to each rank, achievements are evaluated by peers both within and outside SGUSOM. Promotion decisions are based on a positive recommendation from each of two ad hoc promotional subcommittees through the Dean of Basic Sciences with final approval by the Dean of the School of Medicine.

Establishment of Faculty Rank

Faculty are initially appointed following a search process undertaken in accordance with SGU policy. The rank/level of appointment will depend on the position being filled and will be at a rank/level commensurate with the applicant’s credentials and experience at the time of appointment. Following their initial appointment, faculty at the rank of Instructor and above may qualify for promotion in accordance with SOM policy. Neither a vacancy nor the creation of a new position is required for promotion.

Faculty Categories

Faculty are appointed as either academic teaching faculty or clinical teaching faculty. These categories are distinguished in the descriptions below.

In order for a member of faculty to be promoted from the rank of Instructor and above, the following must occur:

1. Faculty must be nominated for promotion by their Department Chairs.
2. Nominees must meet all promotion criteria as outlined in the requirements for different ranks of faculty in order to qualify for nomination: education, experience, performance, scholarship, and service standards.
3. It is of utmost importance that there is evidence of the ability to effectively engage in all professorial duties such as instructional development, teaching, contribution to student growth and development, scholarly activity, and university service.

4.4.2 Process

The procedure governing the process of seeking promotion is outlined in Table 1.

4.4.2.1 Call for Nominations

Twice yearly, in the Spring and Fall, the Chair of the Faculty Affairs Committee issues a notice to faculty members of the Basic Sciences to initiate the nomination of faculty for promotion. This notice is forwarded to all faculty members via e-mail and is included in the SGU's weekly bulletin. This announcement puts in motion a sequence of events, which culminates in the submission of a nomination for promotion by the applicant's Department Chair.

4.4.2.2 Overview of Nomination and Promotion Process

Faculty members and their relevant Department Chairs create a faculty development plan, designed to aid the faculty member in achieving his/her career goals and in working toward a nomination for promotion from the relevant Department Chair.

Once the faculty member qualifies for nomination, the Chair will provide a Nominee Promotion Package as outlined in the Basic Medical Science Guidelines for Promotion and requested by the Chair of Faculty Affairs. This package must at minimum include the following three (3) items:

1. Letter of Intent from the Chair of the Department nominating the faculty member for promotion (see Appendix 1);
2. Letter of Appointment for current position held by the applicant; and
3. Professional Portfolio of the applicant (see Appendix 2), which must include copies of:
 - a) Updated curriculum vitae (see Appendix 3) highlighting the faculty member's achievements at the current rank while at SGU.
 - b) All SOM student evaluations for the years at the current rank.
 - c) A minimum of three letters of support for the nominee from professional colleagues (two of which shall be from outside of SGU).
4. A Nominated Faculty Checklist (see Appendix 4) specifying the nominee's current rank, the rank for which the faculty member is being nominated, and the extent to which he/she has met minimum requirements for promotion to that rank.

Letters of support from professional colleagues should be sent directly to the Chair of the Faculty Affairs Committee (FAC) and must arrive prior to the nomination deadline.

The FAC Chair will notify each nominee by e-mail (return receipt requested) within one week of a letter of support being received, giving the date of receipt and the author.

The FAC Chair will include letters of support in the nominee promotion package.

Prior to the deadline for the receipt of completed nominee promotion packages, those already submitted will be reviewed by the FAC Chair. In the event of an incomplete package, the nominee and the Chair of the Department will be given the opportunity to complete the package within a reasonable specified timeframe.

Packages that are still incomplete by the deadline will be returned to the applicant and the Chair of the Department, and the faculty member will no longer be considered for promotion.

The FAC Chair will initiate the review of promotion nominees' packages:

1. The FAC Chair will form a Faculty Affairs Subcommittee for Promotions (FASP) and provide each nominee's completed promotion package to the subcommittee for review and recommendation. The FASP will review the promotion packages of each nominee and provide a recommendation to the FAC Chair. The FAC Chair will provide a list of all nominees for promotion recommended by the FASP, to the Dean of Basic Sciences Office.
2. The FAC Chair will provide the list of nominees for promotion, along with their completed promotion packages to the Dean of Basic Sciences Office. Upon receipt the Dean of Basic Sciences will form an external committee for the review of promotion packages. This committee will review the promotion packages of each nominee and provide a recommendation to the Dean of Basic Sciences, in addition to the recommendation provided by the FASP via the FAC Chair.

4.4.2.3 Promotion Package Submission

The promotion package is submitted by the Department Chair to the FAC Chair by the deadline indicated in the notification email sent to Basic Sciences faculty.

Applicants and their Department Chairs must ensure that all items are submitted as a single package with no loose items. For example, the package may be bound or placed in a single, three-ring binder.

Electronic materials must be placed in a folder with clear instructions for viewing. Electronic materials must be compatible with the standard programs available over the SGU network and not require a specialized expertise to view.

Chairs and nominees will be informed if packages do not meet the above requirements and be given a timeframe within which to satisfy requirements. Packages, which remain incomplete despite this notification and opportunity to submit missing or appropriately formatted documentation, will be returned to the applicant without being considered.

Copies of all promotion packages meeting the above requirements are submitted to the Dean of Basic Sciences by the FAC Chair.

4.4.2.4 Ad Hoc Faculty Affairs Subcommittee for Promotions

At the direction of the FAC Chair, each Department Chair within the SOM Basic Sciences forwards the name of their nominee(s) designated to serve on the ad hoc Faculty Affairs Subcommittee for Promotions (FASP).

The academic rank of the nominees will be requested by the FAC. The number of nominees submitted by each department is based on the number of full-time faculty members in the department.

One nominee is allowed for every five (5) full-time faculty members (or portion thereof) in the department. For example, a department with three (3) full-time faculty members may submit one name. A department with seven (7) full-time faculty members may submit two names.

The ad hoc FASP and its Chair will be selected by the FAC Chair, in consultation with members of the Faculty Affairs Committee. Final approval of the ad hoc FASP will be made during a FAC meeting and will require a simple majority vote.

This ad hoc FASP consists of at least five faculty members. As finally constituted, a majority of the ad hoc FASP must be senior in rank to the applicant(s).

To avoid any possible conflict of interest, ad hoc FASP members shall not participate in promotion decisions involving members of their own department, members of their immediate family, or any decisions where the impartiality of the ad hoc FASP member could be legitimately questioned.

The subcommittee reviews each promotion package and provides a recommendation to the FAC Chair who forwards the recommendation to the Dean of Basic Sciences.

The ad hoc FASP works as an autonomous body with no co-opting allowed. The ad hoc FASP evaluates one year's worth of promotions (one Spring round and one Fall round), after which it is dissolved.

4.4.2.5 Ad Hoc Administrative Subcommittee for Promotions

The Dean of Basic Sciences forms an ad hoc Administrative Subcommittee for Promotions composed of a total of five senior academic members from within SGUSOM and from outside universities. The committee reviews each promotion package and provides a recommendation to the Dean of Basic Sciences.

4.4.2.6 Review and Recommendation

The FAC Chair and the Chair of the Administrative Subcommittee for Promotions forward their recommendations, both favorable and unfavorable to the Dean of Basic Sciences.

The Dean of Basic Sciences reviews the forwarded recommendations and then forwards his/her recommendations to the Dean of the School of Medicine. The Dean of Basic Sciences will make final decisions in the event of a discrepancy between nominees recommended by the external committee and those made by the FASP.

The Dean of Medicine reviews the forwarded recommendations and makes the final promotion decision.

If the promotional subcommittees provide an unfavorable recommendation, it must be accompanied by a written explanation detailing the reasons for the unfavorable recommendation. The Dean of Basic Sciences schedules a meeting with unsuccessful nominees and their Department Chair to discuss the unfavorable recommendation and the way forward.

4.4.2.7 Effective Date

Approved promotions from the Spring term are effective July 1st, and those of the Fall term are effective as of January 1st.

4.4.2.8 Unfavorable Promotion Decisions

In the event of an unfavorable promotion decision by the Dean of the School of Medicine, the Dean of Basic Sciences arranges a meeting with the nominee and his/her Department Chair to discuss the unfavorable determination, no later than the start of the Spring / Fall academic term following the unfavorable decision. If a nominee receives an unfavorable promotion decision, he/she may be nominated again after a minimum of one year following the decision notification. For example, if the nomination is submitted by October 1st, 2017, and an unfavorable decision is received in December, the applicant will be eligible for nomination in February of 2019.

4.4.2.9 Reapplication

A candidate who is re-nominated for academic promotion must submit a full promotion package, adhering to the Guidelines for Academic Promotion set forth above. The candidate may wish to draw attention to the enhancement of the new application.

4.4.2.10 Deadlines

The dates given below are for the Spring / Fall rounds:

During the 3rd week of January and 3rd Week of August: The FAC Chair issues a notice to Basic Sciences faculty, inviting Department Chairs to nominate faculty for promotion. The FAC Chair forwards a request to each academic Department Chair within the SOM for nominees of the appropriate academic rank designated to serve on the ad hoc FASP (see 4.4.4.4). In case of extenuating circumstances, the FAC may decide, in its discretion, to issue a revised set of deadlines.

4.4.3 Standards

The standards used to make promotion recommendations are divided into five main categories: Education, Experience, Performance, Scholarship, and Service. In order to be eligible for nomination for promotion, a faculty member must first meet the minimum standards in each category as described below.

4.4.3.1 Minimum Educational Standards

A terminal degree appropriate to the candidate's field of expertise is required. In some cases, after taking into account the specific nature of the faculty member's academic discipline, equivalent outstanding achievement may be substituted. The specific Educational Standards for each academic rank are as follows:

Academic Faculty

Demonstrator (Teaching, Research, Lab, Administrative)

Faculty appointed to this rank must possess a minimum of a Bachelor's degree or equivalent.

(In this category the following posts are also available: Research Fellows and Teaching Fellows [MD or MBBS degree without internship])

Instructor

Faculty appointed to this rank must possess a minimum of a Master's degree, or equivalent in an appropriate field of study. (A Ph.D. without postdoctoral experience, research, or teaching may also lead to appointment at this level.)

Assistant Professor

Faculty appointed or promoted to this rank must possess an earned doctorate, or equivalent in an appropriate field of study.

Associate Professor

Faculty appointed or promoted to this rank must possess at minimum an earned doctorate, or equivalent in an appropriate field of study.

Full Professor

Faculty appointed or promoted to this rank must possess at minimum an earned doctorate, or equivalent in an appropriate field of study.

Clinical Faculty

Clinical Tutors

Faculty appointed to this rank must possess at minimum a MD or MBBS (without residency) without postgraduate degree, but with a completed internship.

Clinical Instructor

Faculty appointed to this rank must possess at minimum a MD or MBBS (without residency) without postgraduate degree (e.g., MSc, MPH, MBA or other appropriate degree) in an appropriate field of study.

Clinical Assistant Professor

Faculty appointed or promoted to this rank must possess at minimum a MD or MBBS along with a postgraduate degree (e.g., MSc, MPH, MBA or other appropriate degree) in their field, or have board certification.

Clinical Associate Professor

Faculty appointed or promoted to this rank must possess at minimum a MD or MBBS along with a postgraduate degree (e.g., MSc, MPH, MBA or other appropriate degree) in their field, or have board certification.

Clinical Full Professor

Faculty appointed or promoted to this rank must possess at minimum a MD or MBBS with also a postgraduate degree (e.g., MSc, MPH, MBA or other appropriate degree) in their field, or have board certification.

4.4.3.2 Minimum Experience Standards

The specific time element for each academic rank is as follows:

Instructor to Assistant Professor

Nominees should have a minimum of one (1) year of experience at St. George's University SOM at the rank of Instructor at the time of nomination for promotion to Assistant Professor.

Assistant Professor to Associate Professor

Nominees should have a minimum of three (3) years of experience at St. George's University SOM at the rank of Assistant Professor at the time of nomination for promotion to Associate Professor.

Associate Professor to Professor

Nominees should have a minimum of five (5) years of experience at St. George's University SOM at the rank of Associate Professor at the time of nomination for promotion to Professor.

Clinical Instructor to Clinical Assistant Professor

Nominees should have a minimum of one (1) year of experience at St. George's University SOM at the rank of Clinical Instructor at the time of nomination for promotion to Clinical Assistant Professor.

Clinical Assistant Professor to Clinical Associate Professor

Nominees should have a minimum of three (3) years of experience at St. George's University SOM at the rank of Clinical Assistant Professor at the time of nomination for promotion to Clinical Associate Professor.

Clinical Associate Professor to Clinical Professor

Nominees should have a minimum of five (5) years of experience at St. George's University SOM at the rank of Clinical Associate Professor at the time of nomination for promotion to Clinical Professor.

Exceptions to Experience Requirements for Promotion

In exceptional cases, the Chair of a Department may nominate a faculty member for promotion prior to meeting the stipulated timelines in his/her rank. In such cases, the faculty member is deemed to far exceed the minimum promotion requirements, including excellence in teaching and scholarly activity. The Department Chair consults with other Chairs within the SOM prior to putting such a faculty member up for early promotion. Specifically, the Department Chair provides the supportive documentation to the Dean of Basic Sciences, who then initiates a meeting of all Chairs within the Basic Sciences to discuss the candidate. One of the Basic Sciences SOM Chairs electively serves as the chairperson of the meeting. If a consensus for early promotion eligibility is reached, then the chairperson of the SOM Chairs meeting issues a letter of support as part of the promotion package, and the Chair of the Department is able to put his/her faculty member up for early promotion.

4.4.3.3 Minimum Performance Standards for Promotions

Once the minimum Education and Experience Standards have been met, promotion nominations are based on the principles of demonstrated consistent performance and high achievement. The expected level of demonstrated performance and achievement varies with academic rank. Emphasis on each of the categories listed below may vary depending upon the nominee's appointment and duties; therefore, performance and expectations in each category should be adjusted according to the emphasis of the nominee's department and assigned duties.

The Minimum Performance Standards are as follows:

Teaching: Demonstrated ability to teach effectively using the most recently accepted methodologies and technologies and to make contributions to student growth and development. Assessment in this category is based on letters of recommendation, examples of teaching materials provided in the portfolio, and student evaluations. For all ranks, student evaluations for all courses taught from the date of the nominee's last St. George's University SOM promotion (if applicable) should collectively be at least a mean of 4.6/6 at the time of nomination for promotion.

Management/ Administrative/ Leadership Capabilities: Demonstrated ability such as experience as a Program Administrator, Director, Department Chair, Course Director or Associate Course Director at SGU SOM.

Academic Faculty

Instructor to Assistant Professor

Nominees must demonstrate dedication to teaching and the ability to teach effectively (minimum of 4.6/6 in course evaluations); other contributions to student growth and development should also be demonstrated. Candidates must demonstrate the ability to establish and maintain collegial relationships with other members of the academic community. They may also demonstrate experience at the Course Director or Associate Course Director level.

Assistant to Associate Professor

Nominees must demonstrate dedication to teaching and the ability to teach effectively (minimum of 4.6/6 in course evaluations); other contributions to student growth and development should also be demonstrated. Candidates must demonstrate the ability to establish and maintain collegial relationships with other members of the academic community. They may demonstrate experience at the Course Director or Associate Course Director level.

Associate Professor to Professor

Nominees must demonstrate a consistently high level of teaching effectiveness (minimum of 4.6/6 in course evaluations) and contribution to the intellectual environment of the University (e.g., creation of course materials, online modules, selectives), as well as to student growth and development. Nominees must have consistently maintained and fostered collegial relationships with other members of the academic community. They must demonstrate experience at the Course Director or Associate Course Director level.

Clinical Faculty

Clinical Instructor to Clinical Assistant Professor

Nominees must demonstrate dedication to teaching and the ability to teach effectively (minimum of 4.6/6 in course evaluations); other contributions to student growth and development should also be demonstrated. Candidates must demonstrate the ability to establish and maintain collegial relationships with other members of the academic community. They may demonstrate experience at the Course Director or Associate Course Director level. In addition, they should demonstrate the knowledge, attitudes, clinical skills and behaviors expected of a physician.

Clinical Assistant to Clinical Associate Professor

Nominees must demonstrate dedication to teaching and the ability to teach effectively (minimum of 4.6/6 in course evaluations); other contributions to student growth and development should also be demonstrated. Candidates must demonstrate the ability to establish and maintain collegial relationships with other members of the academic community. They may demonstrate experience at the Course Director or Associate Course Director level. In addition, they should demonstrate the knowledge, attitudes, clinical skills and behaviors expected of a physician.

Clinical Associate Professor to Clinical Professor

Nominees must demonstrate a consistently high level of teaching effectiveness (minimum of 4.6/6 in course evaluations) and contribution to the intellectual environment of the University (e.g., creation of course materials, online modules, selectives), as well as to student growth and development. Nominees must have consistently maintained and fostered collegial relationships with other members of the academic community. They must demonstrate experience at the Course Director or Associate Course Director level. In addition, they should demonstrate the knowledge, attitudes, clinical skills and behaviors expected of a physician.

4.4.3.4 Minimum Scholarly Activity Standards

A nominee must demonstrate an established record of scholarly activity at St. George's University School of Medicine since his/her last promotion. Contributions to this category may include attendance at professional conferences, publications in peer-reviewed journals*, mentoring students in their presentations, writing, and/or publishing of research findings, obtaining funding (e.g., grants) for research or community service projects and acting as an editor or reviewer for professional journals. **All scholarly activities of the applicant must carry an St. George's University affiliation.**

*Certain scholarly activities such as editorials, letters to the editor, book reviews, newspaper articles, and magazine articles are not peer reviewed and, therefore, do not count as publications in peer-reviewed journals. Predatory journal contributions are also excluded. A definition of "peer reviewed" is available at https://en.wikipedia.org/wiki/Peer_review. A list of predatory journals is available at <https://beallslist.weebly.com>. **With regard to the minimum number of peer-reviewed publications required for promotion for each rank, the applicant must follow the authorship guidelines as outlined below."** *

***With regard to authorship a grandfather rule will apply to anyone who has already:**

- 1) published a paper
- 2) accepted a paper (in press)
- 3) or submitted a paper for publication by December 31st, 2018.

Academic Faculty

Instructor to Assistant Professor

Nominees must

- i. have documented evidence of scholarly activity, such as meeting presentations
and
- ii. have a minimum of one (1) publication as a first author (from the time of SGU appointment at the Instructor rank) in a peer-reviewed journal
and

- iii. have documented participation in professional, and/or creative activities, as evidence of continuing professional growth.

Assistant Professor to Associate Professor

Nominees must have -

- i. documented evidence of scholarly activity, such as meeting presentations
and
- ii. At least one peer-reviewed publication as first author
and
- iii. a minimum of three (3) publications as a first author or last author-corresponding (from the time of SGU appointment at the Assistant Professor rank) in peer-reviewed journals. Three (3) middle author peer-reviewed publications are considered equivalent to one (1) first or last-corresponding author publication
and
- iv. documented participation in professional, and/or creative activities, as evidence of continuing professional growth.

Associate Professor to Professor:

A nominee must:

- i. have maintained a significant record of scholarly activity, such as several presentations at international and national meetings
and
- ii. have at least one (1) peer-reviewed publication as first author
and
- iii. have a minimum of five (5) publications as a first or last author-corresponding (from the time of SGU appointment at the Assistant Professor rank) in peer-reviewed journals. Three (3) middle author peer-reviewed publications are considered equivalent to one (1) first or last-corresponding author publication
and
- iv. have documented participation in professional, and/or creative activities, and must be committed to continued professional growth.
and
- v. be a visible member of the academic community through service to the University, academic division, professional organizations, and/or community, preferably in the leadership capacity

Clinical Faculty

Clinical Instructor to Clinical Assistant Professor

Nominees must

- i. have documented evidence of scholarly activity, such as meeting presentations
and
- ii. have a minimum of one (1) publication as a first author (from the time of SGU appointment at the Clinical Instructor rank) in a peer-reviewed journal
and
- iii. have documented participation in professional, and/or creative activities, as evidence of continuing professional growth.

Clinical Assistant Professor to Clinical Associate Professor

Nominees must have -

- i. documented evidence of scholarly activity, such as meeting presentations
and
- ii. At least one peer-reviewed publication as first author
and
- iii. a minimum of three (3) publications as a first or last author-corresponding (from the time of SGU appointment at the Clinical Assistant Professor rank) in peer-reviewed journals. Three (3) middle author peer-reviewed publications are considered equivalent to one (1) first or last-corresponding author publication
and
- iv. documented participation in professional, and/or creative activities, as evidence of continuing professional growth.

Clinical Associate Professor to Clinical Professor:

A nominee must:

- i. have maintained a significant record of scholarly activity, such as several presentations at international and national meetings
and
- ii. have at least one (1) peer-reviewed publication as first author
and
- iii. have a minimum of five (5) publications as a first or last author-corresponding (from the time of SGU appointment at the Clinical Assistant Professor rank) in peer-reviewed journals. Three (3) middle author peer-reviewed publications are considered equivalent to one (1) first or last-corresponding author publication
and
- iv. have documented participation in professional, and/or creative activities, and must be committed to continued professional growth.
and
- v. be a visible member of the academic community through service to the University, academic division, professional organizations, and/or community, preferably in the leadership capacity

4.4.3.5 Minimum Service Standards for Promotion

Nominees must meet established Service Standards for promotion. At a minimum, all applicants must demonstrate consistent service to the University, academic division, profession, and/or community. Evidence of service must be from the date of the nominee's most recent SGU SOM appointment or last promotion (if applicable). Service activities may involve service to the following:

1. Service to the University, either within the department or to the University community as a whole, including, but not limited to, collegial assistance, involvement in committee work, mentoring, and support of student/faculty organizations.
2. Service to the applicant's profession, including, but not limited to, active participation in a professional organization's committees, and assistance to public or private institutions of higher education.
3. Service to the community outside the University.

4.4.4 Documentation by Candidates for Promotion

Teaching effectiveness, ability to organize and develop course materials, and contribution to student growth and development must be documented in a professional portfolio (see Appendix 2). The professional portfolio must include student evaluations of teaching and advising and letters of support from peers and Chairs. It must also include documentation of participation in interdisciplinary and innovative teaching activities. Additional supporting evidence may be documented by such activities as supervising extracurricular activities, teaching a wide range of courses, and supervising special projects, independent studies and internships. The promotion reviewers (subcommittees) will consider only those teaching contributions made since the date of SGU appointment/promotion to the nominee's current rank.

Scholarly and professional growth activities and contributions to the intellectual environment of St. George's University may be documented by copies of papers presented, copies of articles and/or books published, programs from conferences attended, and evidence of continuing faculty development. Scholarly and professional growth activities may also be documented by recommendations from professional colleagues outside of the University. The promotion reviewers (subcommittees) will consider only scholarly achievement/contributions made since the date of SGU appointment/promotion to the nominee's current rank.

Letters of support from supervisors, administrators, and stake-holders may document demonstrated leadership, management, and/or administrative capabilities. Additionally, summaries of annual reports may be used. Applicants should not solicit or submit letters of support from students. Letters of support should highlight nominees' achievements since the date of SGU appointment/promotion to the nominee's current rank.

Service activities and collegiality may be documented by letters of support from committee chairs and other colleagues across campus and by divisional or departmental recommendation. Service to professional organizations or the community may be documented by recommendation from professional colleagues outside of the University or by members of the community. The promotion reviewers (subcommittees) will consider only those teaching contributions made since the date of SGU appointment/promotion to the nominee's current rank.

Promotion Timeline

1. First week of February 1/September 1: Deadline for submission of a letter of intent from the Department Chair on behalf of the applicant to the FAC Chair to apply for academic promotion. This is also the deadline for Department Chairs to submit the names of nominees to serve on the ad hoc promotional subcommittee. The members are decided upon at the subsequent FAC meeting. Notification of all ad hoc FASP members are made immediately following the meeting.
2. March 1/October 1: (A) Deadline for submission of promotion nominations to the FAC Chair. (B) Letters of reference must be requested far enough in advance to ensure that they arrive by the application deadline. (C) In addition, a copy of the letter of intent (see Appendix 1) must be forwarded to the Dean of Basic Sciences.
3. March 15/October 15: The ad hoc FASP begins review of the submitted nominations.
4. April 15/November 15: The Chair of the ad hoc FASP notifies the FAC Chair that all work has been completed and forwards recommendations to the Dean of Basic Sciences.

5. Final promotion decision(s) are released by the Dean of the School of Medicine. Approved promotions are effective on the first day of July/January, whichever comes after the promotion nomination. See 4.4.6 for procedures to be followed when a faculty member is not recommended for promotion.

4.4.5 Appendices Related to Promotion Process

4.4.5.1 Appendix 1: Letter of Intent

Date: xx/xx/xxxx

To: Dr.
The Chair of Faculty Affairs Committee
The Chancellery Bldg.
Box 7, University Centre
St. George's University
Grenada, West Indies

Subject: Academic Promotion of <Name of Applicant>

From: <Name of Chair of Department>

As Chair of the Department of _____, I request **<Name of Nominee>** be reviewed for academic promotion to the rank of _____. I believe that he/she has served with distinction as _____, in addition to performing _____, which qualifies him/her for promotion at this time. His/her ability to contribute to the continued success of St. George's University would definitely be enhanced by this promotion.

In support of his/her nomination, you will find that letters of support from prominent scholars and administrators have already been submitted to you, the Chair of the Faculty Affairs Committee. Additionally, he/she has prepared a Professional Portfolio. In this portfolio you will find convincing evidence of his/her achievements and thorough documentation to support of his/her nomination. The portfolio includes his/her curriculum vitae and a teaching dossier that illustrates the many and varied services he/she has performed on behalf of the _____ Department and the School of Medicine.

Should you need any further information, please contact me. Thank you for your consideration in this matter.

Sincerely yours,

.....

<Signature from Chair of the Department>

4.4.5.2 Appendix 2: Professional Portfolio

A Professional Portfolio is a tool for communicating your accomplishments. As a communication tool, one of its major advantages is that there are no specific requirements for preparing one. However, there are some general areas that should be addressed in a portfolio. Areas that should be addressed include the following:

- **Curriculum Vitae (see Appendix 3)**
Summary of your career aspirations, educational background, employment experience, achievements, and interests
- **Philosophy of Education**
Personal theory of learning and teaching
- **Curriculum Development**
Design, development, and evaluation of curricula/programs
- **Teaching Skills**
Documentation of teaching by target audience, year, and topic
- **Administrative Skills**
Design, development, and evaluation of strategic plans /programs and personnel
- **Learner Assessment**
Construction and implementation of examinations
- **Advisor**
List of formal and informal advisees
- **Educational Administration**
Presentations, publications, and memberships as evidence of dissemination and peer review
- **Continuing Education**
Evidence of growing knowledge and skills as an educator
- **Honors and Awards**
Recognition by peers and students
- **Scholarly Activity**
List of all presentations at international and national meetings and full papers published in peer reviewed journals
- * **Service**
List the professional, and/or creative activities as member of the academic community through service (involvement in professional committees, leadership capacity to the University, academic division, professional organizations and/or community)
- * **Long-term Goals** (Reflection on portfolio and future plans)

4.4.5.3. Appendix 3: Curriculum Vitae

Cover Page

Curriculum Vitae

David Smith, M.D. or David Smith, Ph.D. (name)

Academic Rank

Department

Phone/extension

Personal Phone Number

Personal Address

Email address

Current date (no more than 3 months old)

Second Page

Part I Education and Academic Appointments

Education: Past to most recent (degree title, grade, institution, country)

8/19?? B.S.	???? College, College Town, AL; Summa Cum Laude, Physiology
8/19?? M.D.	??? University, Atlanta, GA
8/19?? Ph.D.	??? University, Boston, MA; Pathology

Additional Training: Residency, fellowship, post doc (title, grade, institution, country)

8/19??-6/20??	Resident in ???, University Medical Center, MI
8/20??-6/20??	Fellow in ???, University Medical Center, Boston, MA
8/20??-5/20??	Post Doc in ???, Mentor, University Medical Center, Boston, MA

Academic Appointments (job title, Department, institution, country)

8/20??-6/200?	Instructor of Anatomical Sciences, St. George's University, School of Medicine
8/20??-6/200?	Assistant Professor of Anatomical Sciences, St. George's University, School of Medicine
8/20??-6/200?	Associate Professor of Anatomical Sciences, St. George's University, School of Medicine
8/20??-present	Professor of Anatomical Sciences, St. George's University, School of Medicine

Hospital Appointments (job title, Department, institution, country)

8/20??-6/20?? Lecturer, Department of Emergency Medicine, Emergency and Trauma Center, Hackensack, Meridian Health, NJ

8/20??-6/20?? Research Associate, Department of Emergency Medicine, Emergency and Trauma Center, Hackensack, Meridian Health, NJ

8/20??-6/20?? Associate Physician, Department of Emergency Medicine, Emergency and Trauma Center, Hackensack, Meridian Health, NJ

8/20??-present Attending, Department of Emergency Medicine, Emergency and Trauma Center, Hackensack, Meridian Health, NJ

8/20??-present Attending, Private Practice

Other Employment and Academic Appointments (job title, Department, institution, country)

7/200?-6/200? Visiting Professor, Department of Medicine, Best Medical School

7/200?-6/200? Short term Visiting Scholar, Department of Medicine, Best Medical School

Honors and Awards: (honor title, Awarding body, Country)

5/19?? Summa Cum Laude, xxxxx College, Sacramento, CA

5/19?? Phi Beta Kappa

5/19?? Alpha Omega Alpha

5/19?? Teacher of the Year

Licenses and Certifications:

5/19?? Georgia License #???????

5/19?? American Board of ??? #???????

5/19?? Subspecialty Certification in subject? #?????

Continuing Medical Education (CME):**Part II Administrative Appointments**

Administrative Responsibilities: (do not list committees in this section; committees should be listed under University Service in a later section)

200?-200? Chair Department of Biochemistry, St. George's University

Part III Teaching Activities

Current Teaching Responsibilities: (include students, teaching fellows, clinical tutors, peers etc.)

7/200?-6/200? Regular lectures to medical students on ???? Pharmacology

Teaching Experience: (include students, teaching fellows, clinical tutors, peers, CMEs etc.)

7/200?-6/200? Regular lectures to medical students on ???? Pharmacology

Major Mentoring Activities:

7/200?-6/200? Elizabeth Hogan, MSRI student, now neurosurgery resident at George Washington University Hospital

Dissertation Advisor (MSc, PhD)

7/200?-6/200? Michael Snosek, PhD, Surgical Anatomy of Neck Spaces, now Assistant Professor at St. George's University, Department of Anatomical Sciences, School of Medicine

Part IV Service

University Service

Departmental Committees:

7/200?-6/200? Graduate Affairs Committee, St. George's University, Grenada, West Indies

University/School Committees:

7/200?-6/200? Curriculum Committee, St. George's University, Grenada, West Indies

Professional Societies: Memberships,

200?-200? Member, American Association of Anatomists

Professional Societies: Committee Assignments/Offices held:

200?-200? Member at large, American Association of Anatomists

Editorial Boards:

200?-200? Associate Editor, Clinical Anatomy

Journal Reviewer:

200?-200? Ad Hoc Reviewer, International Journal of Cardiology

Textbook Reviewer:

200?-200? Gray's Anatomy for Students, 3rd edition, Elsevier

Federal Government:

200?-200? NIH Directors advisory panel

Private/Foundation:

200?-200? American Society of ???

State:

7/200?-6/200? Atlanta Department of Public Health

Part V Funding:**Grants Current: (grant title, awarding body, amount)**

7/200?-6/200? R01 RR000672-42 PI: Joe Smith, Title of grant, Total Cost:
\$xxx,xxx
Role: Co-Investigator

Grants Past:

7/200?-6/200? R01 RR000672-42 PI: Elizabeth Stone, Title of grant, Total Cost:
\$xxx,xxx
Role: Principal Investigator

Consultations:

7/200?-6/200? 3D4 Medical Advisory Board

Part VI Conference presentations and Invited Talks/Lectures:**Regional/Local:**

May 8, 20?? "Surgical Anatomy of the Facial Artery" Lecture series for Clinical Tutors and Teaching Fellows. St. George's University, Grenada, West Indies [Invited Lecture]

National:

June 8, 20?? "Surgical Anatomy of the Facial Artery" American Association of Clinical Anatomists, 25th Annual National Meeting, Atlanta, GA, 2015 [Invited Lecture]

International:

July 8, 20?? "Surgical Anatomy of the Facial Artery" International Meeting of Anatomical Societies, Rome, Italy, 2015 [Invited Lecture]

Part VII Scholarly Activity

Insert all authors in order and use full citations, **bold** faculty member's name, earliest to latest

Do not include submitted papers, do include in press

Include only peer-reviewed papers

Original, Peer Reviewed Articles:

1. **Forde MC**, Dewailly E. *What is the Caribbean Baby? Assessing Prenatal Exposures and Potential Health Outcomes to environmental contaminants in 10 Caribbean Countries*. West Indian Med J. (2015) 64:23-8.

Reviews

Case Reports

Monographs, Letters to the editor, Editorials

Proceedings of Meetings (published) and Invited Papers

Textbook Chapters

Books

Non-Print Educational Materials (Web based/videos)

Non Peer Reviewed Articles

4.4.5.4. Appendix 4: Nominated Faculty Checklist

Nominee's current SGU SOM academic rank:

Date of appointment/promotion to current SGU SOM academic rank:

Rank to which faculty member is being nominated by his/her Department Chair:

Summary of Achievements in Each Category warranting promotion from the nominee's current rank to the elevated rank. This summary should include only those achievements since the nominee' last appointment/promotion at SGU SOM:

Education:

Experience:

Performance:

Scholarship:

Service:

5. FACULTY FOR YEARS THREE AND FOUR

All appointments must be initiated, approved and ratified by the appropriate individuals. Each proposal must be accompanied by a detailed standard curriculum vitae (CV) and a letter of recommendation from the faculty member initiating the appointment. The process relies on the interaction between the school's deans and department chairs and the hospital's clerkship directors and DMEs. Chairs of Clinical Departments are selected by the Dean of Clinical Studies (US) with the approval of the Dean of the SOM. Clerkship Directors are recommended for appointment by the DME and approved by the appropriate Clinical Department Chair. Upon written approval of the Department Chair, the Dean of the SOM issues the appointment. DMEs are chosen by the hospital in consultation with the school's deans.

5.1 Rank.

The following rules and guidelines govern the appointment, reappointment and promotion of clinical faculty who take part in the clinical education of medical students at its affiliated teaching hospitals. These guidelines have been constructed to:

1. Establish lines of authority by which recommendation, approval and ratification of appointments are made.
2. Set standards for the level of clinical appointments.
3. Define the various types of appointments.
4. Establish criteria for promotion

The SOM formally appoints all clinical faculty at affiliated hospitals who teach our students. Two factors determine faculty rank. The first is the academic qualifications as listed below. The second is the extent to which the faculty member participates in the clinical teaching of students and/or administration of the MD program.

1. Instructor- Requires Professional Degree
2. Assistant Professor- Requires a professional degree and Board Certification
3. Associate Professor – Requires a professional degree, Board Certification, scholarly publications, participation in SGU committees, membership in national and international professional societies
4. Professor – Requires a professional degree, Board Certification, scholarly publications, participation in SGU committees and membership in national and international professional societies and/or editorial boards. An outstanding political, cultural, social or humanitarian contribution may warrant such an appointment in the absence of one or more of the other prerequisites. Additionally, an outstanding contribution to the welfare and reputation of the school may also justify this appointment.

5.2 Number

The number and type of faculty needed is determined by the anticipated size of the student body in years three and four and the clinical training capacity of each affiliated hospital. The latter results from the anticipated size of the student body in each rotation at each hospital and input from each hospital's DMEs. In this way, the school ensures that a sufficient number of faculty are appointed at each hospital to support the educational program. This calculation takes into account that clinical faculty in the hospitals usually have other responsibilities, including patient care and involvement in other training programs.

5.3 Appointment, Reappointment and Promotion – General Principles

To be eligible for appointment, reappointment and promotion to a faculty position at an affiliated hospital, the appointee must be on staff at the affiliated hospital within the applicable clinical department. As discussed under 5.1, appointments are made based upon demonstrated achievements commensurate with academic rank, commitment to continuation of scholarly productivity and/or involvement in the medical student training program.

5.3.1 Appointment Process

The DME or relevant Clerkship Director initiates faculty appointments by sending the proposal and the applicant's CV to the Office of Clinical Studies. The Office of Clinical Studies ensures that the appointee's CV is reviewed by the DME and the relevant SGU department chair and requires written approval of the appointment by both. After the clerkship director, DME and SGU department chair attest in writing to their support of the appointment, the Dean of the SOM notifies candidate in writing of the appointment offer. If agreeable to the appointment, the candidate must sign and return the appointment letter to the Office of Clinical Studies. The appointment letter contains the terms of the appointment, responsibilities and lines of communication. Any remuneration for the faculty position are included in the appointment letter. However, in general, SGU does not employ or salary clinical faculty and offers no privileges or benefits.

5.3.2 Reappointment Process

The length of appointments may vary. However, except for those with the rank of full Professor, all faculty members need to be reappointed every three years. The process parallels the one described above in 5.3.1 with the inclusion of an updated CV.

5.3.3 Promotion Process

Faculty may be promoted in the following two ways:

- a. By promotion at the time of re-appointment

Faculty members whose appointment terms are expiring and wish to receive a promotion must follow the same procedure as set forth under the faculty appointment renewal process and must, in addition to providing an updated CV, must provide a statement of additional achievements that would entitle them to a promotion. The same procedure is then followed by SGU as above (5.3.1 and 5.3.2). If it is determined that the individual is not entitled to a promotion, but SGU still wishes to renew their appointment to their current position, the appointment offer will be for reappointment. If a determination is made that the individual is entitled to a promotion, the appointment offer will state the new title and position.

- b. By request for review of title by or on behalf of the individual for whom the promotion is sought

A faculty member may request a review of title by submitting such request to the Office of Clinical Studies, along with an updated CV and a statement of additional achievements that would entitle them to a promotion.

In all cases, approval by the clerkship director, DME and SGU department chair is necessary before any such promotion is granted.

5.4 Termination Process

All appointments are appointments for at-will positions and may be terminated by SGU with or without notice, at any time. The disciplinary process described in the University Faculty Handbook does not apply to clinical faculty appointments. If a faculty is no longer on staff at the relevant hospital and/or is not actually performing duties on behalf of SGU, their appointment may be terminated by the Office of Clinical Studies.

5.5 Responsibilities

The School of Medicine provides written information which detail the responsibilities of clinical faculty, the clinical curriculum, student policies and procedures and general rules and regulations of SGU. The Clinical Training Manual contains most of the information necessary to

inform the clinical faculty about the clinical training program and their role in the clinical training program. All faculty are required to comply with the terms in the Clinical Training Manual which is provided to each affiliated hospital. The faculty can find additional information in the Student Manual which describes the entire Four-Year MD Program. The Clinical Training Manual, the Student Manual and this SOM Faculty Handbook - are readily available on the SGU website.

5.6 Evaluation of Clinical Faculty

The school bases its evaluation of clinical faculty on feedback from clerkship directors, DMEs, students and site visits by SGU chairs and deans. The basis for student evaluation of faculty is the confidential electronic questionnaire that all students complete at the end of each core clerkship. The hospital DME, SGU Department Chairs and SGU administration have access to students' confidential responses. Since our medical students train on services with approved postgraduate training programs, the basis for faculty and resident evaluation is the on-going process required by accreditation agencies. Informal local knowledge of faculty, although difficult to formalize, constitutes an integral part of faculty evaluation. Written reports of site visits by School of Medicine Chairs and Deans add an additional level of evaluation.

Ultimately, the DME is responsible to assure that:

1. The faculty teaching SGUSOM is of high quality.
2. The faculty teaching SGUSOM students at each hospital is evaluated appropriately.
3. Feedback to the faculty is timely.