

# CAAM Medical Education Database

## SECTION IV. FACULTY

### Part A: Key Quantitative Indicators

Indicate the number of full-time, part-time faculty in basic science and clinical departments during each of the three most recent academic years. (*CAAM Annual Medical Questionnaire 11*)

	Full-Time		Part-Time	
	Basic Science	Clinical	Basic Science	Clinical
Current year				
1 Yr Prior				
2 Yrs Prior				

### Part B: Narrative Data and Tables

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

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

Include a copy of the policy.

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

	Basic Science Departments	Clinical Departments
National		
Regional		
Extra-Regional		
<i>Female</i>		
<i>Male</i>		
Black /African ethnicity		
East Indian ethnicity		
White		
Other Race or Ethnic Group		

*N.b* National means state sponsored university and/or location of university.

Regional refers to non-national but of a CARICOM state.

See also Ethnic census data Section 11 Medical Students Part A (f.)

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

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

Complete the following tables for the indicated basic science and clinical departments. See the instructions for completing the database for definition of full-time faculty.

a. Basic Science Departments

Department	Number of Full-Time Faculty *					Part-Time
	Prof	Sen lec	Asst	Inst/Other	Vacant	
Anatomy						
Biochemistry						
Pharmacology						
Physiology						
Other (specify)						

\*Replace indicated names with names used at your institution.

*Teaching Responsibilities*

Department*	% Time Teaching Medical Students	Average Number of Students Taught per Year				
		Graduate Students	Postgraduate Clinical	Nursing	Allied Health	Undergraduate (baccalaureate)
Anatomy						
Biochemistry						
Pharmacology						
Physiology						
Other (specify)						

b. Clinical Departments

Department*	Number of Full-Time Faculty*					Other Faculty *	
	Prof	Assoc	Asst	Inst/Other	Vacant	Part-Time	Volunteer
Anaesthesiology							
Dermatology							
Family Medicine							
Internal Medicine							
Neurology							
Obstetrics/Gynaecology							
Ophthalmology							
Orthopaedics							
Otolaryngology							
Pathology							
Paediatrics							
Physical Medicine							
Psychiatry							
Pub Hlth/Prev Med							
Radiology							
Surgery							
Urology							
Other (specify)							

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

*Teaching Responsibilities*

Department*	% Time Teaching Medical Students	Average Number of Students Taught per Year *			
		Residents	Clinical Fellows	Allied Health	Other (specify)
Family Medicine					
Internal Medicine					
Neurology					
Obst/Gynaecology					
Pathology					
Paediatrics					
Psychiatry					
Surgery					
Other (specify)					

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

*See also Part A for this section, and information for standard Section I IS-11 and CAAM Annual Medical Questionnaire 2 and 3.*

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

FA-7. *There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean.*

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a. Provide a brief description of each faculty employment track.

b. Briefly summarize the institution-wide (medical school or university) policies and procedures for the appointment, renewal of appointment, promotion, granting of tenure (if applicable), and dismissal for all faculty members. Include a copy of the written appointment and promotion guidelines.

c. Explain any variation in the policies across tracks or in their application from department to department.

FA-4. *Members of the faculty must have the capability and continued commitment to be effective teachers.*

FA-11. *Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and research.*

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

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

*Community physicians appointed to the faculty, on a part-time basis or as volunteers, should be effective teachers, serve as role models for students, and provide insight into contemporary methods of providing patient care.*

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

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

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a. Describe the elements of faculty teaching skills (e.g., content mastery; ability to lecture or lead a small group; professionalism) that are formally evaluated by medical students. Include sample of student/teacher course/clerkship evaluation form.

b. How are any problems identified by such evaluations addressed?

c. Describe any information collected by departments or the school to assess individual faculty teaching efforts.

d. Describe any centralized medical school activities to assist faculty members in improving their skills as teachers and evaluators of medical students. Include the number of faculty who participated in such activities during the most recent academic year.

*See also information for standard ED-31, 32 in Section II of the database.*

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

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

<b>Department</b>	<b>Number of:</b>			
	<b>Articles in Peer-reviewed Journals</b>	<b>Books and Book Chapters Published</b>	<b>Journal Editors</b>	<b>Principal Investigator on Extramural Grants</b>

*See also CAAM Annual Medical Questionnaire 12.*

b. Describe how faculty scholarship is fostered in the medical school. Note any opportunities for mentorship or other types of support for faculty scholarly activities.  
*See also information for standard IS-12 in Section I of the database.*

**FA-6. *The medical school faculty must make decisions regarding student admissions, promotion, and graduation, and must provide academic and career counselling for students.***

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*Refer to responses for standards MS-4, MS-18, MS-19, and MS-31 in Section II of the database and CAAM Annual Medical Questionnaire 10.*

**FA-8. *A medical school should have policies that deal with circumstances in which the private interests of faculty members or staff may be in conflict with their official responsibilities.***

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

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

**FA-9. *Faculty members should receive written information about their terms of appointment, responsibilities, lines of communication, privileges and benefits, and, if relevant, the policy on practice earnings.***

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a. Describe how faculty members are notified about the following items:

- Term and conditions of employment
- Benefits
- Compensation, including policies on practice earnings

Include a copy of any document on these matters.

b. How are faculty members informed about their responsibilities in teaching, research, and, where appropriate, patient care?

c. If there is a faculty handbook, include a copy.

**FA-10. *Faculty should receive regularly scheduled feedback on their academic performance and their progress toward promotion.***

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

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a. Briefly describe any medical school or university policies assuring that faculty members receive periodic feedback on their performance and progress toward promotion.

b. Describe when and how faculty members receive formal feedback from departmental leaders (chair, division or section chief) on their academic performance and progress toward promotion.

*See also information for standards FA-4 and FA-11 above.*

**FA-12. *The dean and a committee of the faculty should determine medical school policies.***

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

**FA-13. *Schools should assure that there are mechanisms for direct faculty involvement in decisions related to the educational programme.***

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

*faculty perspective to the decision-making process, independent of departmental or central administration points of view. The quality of an educational programme may be enhanced by the participation of volunteer faculty in faculty governance, especially in defining educational goals and objectives.*

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

<b>Committee</b>	<b>Number of Members</b>	<b>Appointed or Elected by:</b>	<b>Reports to:</b>	<b>Authority (R/A/B)</b>

b. Describe how the dean obtains input from department heads and faculty members. Note how often the dean meets with department heads, members of the dean’s staff, and other medical school leadership groups (e.g., Executive Committee, Faculty Council, Faculty Assembly)?

*See also information for standard IS-3 in Section I of the database.*

**FA-14.***The full faculty should meet often enough for all faculty members to have the opportunity to participate in the discussion and establishment of medical school policies and practices.*

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a. List the number and type of general faculty meetings held during the past year. What major items have been on the agenda at these meetings?

b. How are faculty members informed about upcoming meetings? Describe how faculty who are not present learn about the discussion or outcomes of general faculty meetings.

c. Describe any special meetings of the faculty held in the past two years (e.g., faculty retreats related to the educational programme or strategic planning), including goals, level of participation, and outcomes.

d. In addition to meetings, what other vehicles exist to inform faculty members about medical school matters?

END OF SECTION IV