

SCHOOL OF  
MEDICINE



NEW YORK UNIVERSITY

# **Report of the Committee on Expectations Regarding Teaching**

**Final  
January 9, 2006**

# **Expectations Regarding Teaching at New York University School of Medicine**

## Introduction

We, the faculty and administration of the NYU School of Medicine, honor, value and support teaching in all NYU programs: those programs extend to middle school, high school, undergraduate, medical, graduate, and post-graduate students, including interns, residents, fellows, physicians and scientists. However, one of our important missions is teaching medical students, and we must ensure that this is supported by the faculty to the highest level possible. This document describes the recommendations of the Dean's Committee on Expectations Regarding Teaching. The final recommendations were shaped by an iterative process that involved the Faculty and Chairmen's Councils, many individual faculty members, the Academic and Affiliate Affairs Committee of the Foundation Board of Trustees, and the Executive Committee of the Department of Medicine. Indeed, major modifications were made because of the concerns of the Executive Committee of the Faculty Council.

The national lay and biomedical literature is replete with articles describing the crisis in teaching at medical schools, and it is a crisis of numbers. At NYU, for the first time this past year, and despite having a faculty of some 5000 members, we were unable to supply an appropriate number of mentors for the most numerically demanding of required courses. The crisis relates to changes in the way physicians are paid and the difficulties for investigators in being continuously funded over a work life that extends twenty years longer than that for prior generations. Faculty members want to concentrate on the work that they identify as primary to their success and for most, this does not include teaching.

Remedies are not easily forthcoming. Many approaches have been taken and more will be needed. At the School, for example, we adopted in 2002 a new set of policies and procedures<sup>1</sup> that specifically recognize teaching as a means to achieve tenure. However, while those new policies included a reaffirmation of the importance of teaching in the School of Medicine, they contained little detail about the expectations for the amount of teaching to be done because consensus could not be reached on many important elements. Dean Glickman, therefore, appointed a committee with broad representation from the clinical and basic, full- and part-time faculties to address issues related to the definitions of teaching activities, expectations for minimum teaching contributions and guidelines for maintaining an individual Teaching Record (or a

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<sup>1</sup> The Policies and Procedures for Appointment, Promotion and Tenure at the School of Medicine can be found at: <https://med.nyu.edu/for-faculty/sites/default/files/revision-to-policies-and-procedures-for-appointment-promotion-and-tenure.pdf>

more extensive portfolio by select faculty).

The need for these expectations derives from trying to solve two very different problems. First is the provision of a standard against which the Departments and the School can measure a faculty member's involvement in teaching, and thereby achieve some fairness in the distribution of teaching assignments and the recognition of truly excellent and dedicated service as a teacher. Second is providing a relatively simple method for a member of the faculty to document teaching for promotion and tenure. As with other guidelines and requirements promulgated recently, the data to be submitted are the province of the individual member of the faculty, but may be supplied to the Departmental Chair and the Dean or his designee.

### **Summary**

In brief, the committee affirms that an appointment at the School of Medicine requires teaching as part of one's career and advancement requires a dedication to excellent, effective teaching in the context of a research university. This principle is entirely in keeping with the policy, history and culture of the University and School of Medicine. The committee recommends:

Full-time members of the faculty are expected to contribute at least 50 hours per year to teaching activities if so requested by their Chairs (see pages 5 and 6 for details);

Part-time members of the faculty are expected to contribute at least 20 hours per year to teaching activities if so requested by their Chairs (see pages 6 and 7) ;

Maintenance of a Teaching Record.

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## Minimum Teaching Requirements

A wide variety of teaching activities constitute the educational programs of New York University School of Medicine. Opportunities abound for faculty members to participate in teaching premedical students, medical students, graduate students, residents, post-doctoral fellows and colleagues. The various teaching endeavors approved for credit are described below for faculty in both the basic and clinical sciences. Although these listings may appear to be exhaustive, there may be additional scheduled and approved teaching activities that individual departments consider to be valuable and for which teaching credit is granted. In addition to the endeavors explicitly listed below, credit should be awarded for participation in scheduled and approved teaching activities in other schools within New York University. Approval for teaching activities beyond those listed here *is* at the discretion of the Chairman of the individual department. The relative contributions to medical student, graduate student and resident education differ among the various departments. Consequently, faculty members may contribute to teaching among the various constituencies to differing degrees. It is the responsibility of the Chair of each department to assess the teaching contributions of each faculty member in that department on an annual basis, using the record of teaching activities prepared by the faculty member, and to notify the faculty of the assessment.

### Full-Time Faculty

Every full-time faculty member (regardless of track and level of appointment) is expected to spend at least 50 hours per year in teaching, if requested by the Departmental Chair. Each faculty member should be prepared to direct a minimum of 10 of those annual hours to the teaching of medical students in formal courses. In addition, each member of the Sackler Institute of Graduate Biomedical Sciences should be prepared to direct a minimum of 10 of those annual hours to the teaching of graduate students in formal courses. Thus, a faculty member of the School of Medicine who is also a member of the Sackler program should be prepared to direct a minimum of 10 of those 50 expected annual hours to the teaching of medical students in formal courses and another 10 hours to the teaching of graduate students in formal courses, if so requested by their Chairs.

Because the curriculum of the School is largely interdepartmental, the request for teaching can be initiated by a school official, but the request must be made to the Chair, who will determine if it is appropriate. It is the responsibility of each Departmental Chair to provide faculty to teach medical students and graduate students, and to make these assignments in a fair and equitable manner. Fulfillment of this teaching requirement is an expectation for initial appointment to the faculty and a requirement for advancement through the ranks.

The minimum of 50 hours per year represents a guideline for the entire School of Medicine. Due to the nature of the curriculum and the individual talents and contributions of a large and diverse faculty, it is recognized that not every faculty member may be asked to contribute that number of hours every year. On the other hand, many full-time faculty members may teach substantially more than 50 hours per year.

Newly appointed faculty members (especially at the level of instructor or assistant professor) should be encouraged to participate in teaching activities upon initial appointment. However, newly appointed faculty members, at the discretion of their Departmental Chair, may be given a grace period of up to three years during which their teaching expectations would be less than 50 hours per year. Teaching expectations for such an initial period and for the subsequent career must be explicitly stated at the time of the initial appointment.

The minimum requirement of 50 hours per year includes credit for hours of contact with students and, except for specific conditions described below, does not include preparation time. The 50 hours per year requirement was developed with full cognizance of the additional time and effort for teaching preparation that are inextricably linked to the educational efforts of the faculty. Indeed, it is recognized that effective teaching requires preparation time that may be substantial, especially when developing new lectures or courses of instruction. In instances other than preparation of formal lectures (e.g. teaching rounds, individualized research supervision, mentoring), little or no preparation time may be required. However, preparation time will vary considerably for each individual faculty member. Therefore, the Committee decided, after reviewing the methods of other schools, that rather than specifying preparation time as a component of the system, preparation time would be assumed; in certain circumstances, such the development of a new lecture, lecture series or course of instruction, additional credit may be offered. The amount of student teaching requested for an individual faculty member is likely to vary and may change annually.

### **Part-Time Faculty**

Part-time faculty members are expected to spend at least 20 hours per year in teaching. Fulfillment of this requirement is necessary for retaining a faculty appointment and hence, admitting privileges at New York University Medical Center and Bellevue hospitals and other major affiliates.

The minimum of 20 hours per year represents a guideline for the entire School of Medicine. Due to the very large size of the Part-Time Clinical Faculty, it is recognized that not every faculty member may be

asked to contribute the minimum of 20 hours every year. On the other hand, some part-time faculty members may volunteer more than 20 hours per year.

### **Faculty Responsibilities**

If an individual full-time or part-time faculty member is not called upon to contribute the full, minimum, teaching requirement, the faculty appointment will not be jeopardized. However, if the faculty member fails to comply with the request of the Departmental Chairperson to contribute, such failure could be considered along with other contributions for promotion, allocation of space by the Chair to the individual faculty member, and determination of raises in salary, and it could also be used for disciplinary action including non-reappointment, but only as stipulated by the policies defined in the Faculty Handbook.

Faculty are expected to keep a record of their contributions to teaching of medical, graduate, and other students for the obvious purposes of promotion and tenure, but also in order to allow the Chair to make appropriate decisions regarding raises and additional assignments. This personal record of teaching contributions, therefore, should be available to the Chair upon request at any time. Examples of faculty contributions that will be considered are found in the following section on “Scope of Teaching Activities.” These lists, however, may not be all inclusive.

## **Scope of Teaching Activities for which Teaching Credit is Awarded**

### **BASIC SCIENCES**

Teaching in the basic sciences has several components. These can be thought of broadly as teaching in the medical school curriculum, teaching in the graduate school curriculum, teaching in the postgraduate curriculum, mentoring and advising students, administration of graduate courses and training programs, individual training in the laboratory, and faculty development for teaching activities.

#### **1. Teaching in the medical school or graduate school curriculum**

- a. Directing a course (curriculum development and organization/administration; includes scheduling, attending lectures, office hours for students, preparing and grading exams, monitoring student progress)
- b. Organizing and directing a section of a course or a small group conference
- c. Formal lectures. Preparation time for a new or substantially modified version of a lecture is significant and should be considered by the department as satisfying part of the teaching requirement. At the discretion of the department chairman, additional hours

beyond the direct contact hours may be credited for preparation time. As a guideline, it is suggested that up to twenty hours preparation time be credited for an entirely new lecture and up to ten hours for a significant revision.

- d. Running a laboratory for a laboratory-based course or session (preparation of laboratory materials and/or giving a lecture)
- e. Leading discussion groups or case studies
- f. Participation in small group discussion/conference sessions/case studies
- g. Preparation of exam questions and grading problem-based essay exams
- h. Evaluating student presentations
- i. Overseeing and attending student seminars
- j. Overseeing and participating in journal clubs
- k. Leading review sessions
- l. Mentoring that is scheduled by the medical school or clinical department (e.g., Master Scholars program, assigned 3<sup>rd</sup> – 4<sup>th</sup> year student residency advisors); formally scheduled meetings with students may be credited as teaching hours

## **2. Development of new teaching materials**

- a. Development of new conferences, computer-based teaching materials, slides, videos, laboratory modules, course syllabi, educational web sites

## **3. Development, organization and direction of a course of study**

- a. Developing a new course offering
- b. Writing training grants
- c. Developing, improving and evaluating curriculum
- d. Participation in student advisory meetings
- e. Scheduled (formal) mentoring of students
- f. Organizing student lecture series
- g. Organizing lectures by outside speakers, if part of a formal course of instruction
- h. Overseeing thesis committee meetings
- i. Mentoring any students with extra needs

## **4. Supervising research training of students**

- a. Research training of graduate students during first year rotations
- b. Research training and supervision of summer premedical students in the various, official,



- summer programs
- c. Research training and supervision of medical students in the Honors Program
- d. Giving a lecture for the summer programs

**5. Participation on qualification and thesis committees**

- a. Writing and marking written qualification exams
- b. Critiquing qualification exam proposals and participating in oral qualification exams
- c. Critiquing PhD and Honors theses and participating in oral thesis defense exams

**6. Student advisory and thesis committees**

- a. Participating in regularly scheduled committee meetings

**7. Teaching in faculty development programs**

- a. Course leadership of a faculty development program for improving faculty teaching skills
- b. Giving a lecture as part of a faculty development program for improving faculty teaching skills
- c. Leading a seminar as part of a faculty development program for improving faculty teaching skills
- d. Other scheduled activities for improving faculty teaching skills (formal evaluations of faculty knowledge, skills, and attitudes concerning teaching)

**CLINICAL SCIENCES**

Teaching in the clinical sciences has several components. These can be thought of broadly as teaching in the medical school curriculum, teaching of the postgraduate curriculum, teaching in residency programs, mentoring and advising students, individual training in the laboratory, teaching in subspecialty fellowship programs, and faculty development for teaching activities.

**1. Teaching in the medical school curriculum**

- a. Leadership
  - i. Course or clerkship leadership
  - ii. Curriculum development that is requested by the medical school or clinical department
- b. Formal lectures to students in the medical school. Preparation time for a new or substantially modified version of a lecture is significant and should be considered by the

department as satisfying part of the teaching requirement. At the discretion of the department chairman, additional hours beyond the direct contact hours may be credited for preparation time. As a guideline, it is suggested that up to twenty hours preparation time be credited for an entirely new lecture and up to ten hours for a significant revision.

- c. Leading seminars, conferences, journal clubs, or physical diagnosis sessions involving students in the medical school
- d. Teaching Attending for medical students on a clinical service
- e. Scheduled teaching sessions with premedical students that are organized by the medical school (e.g. summer programs)
- f. Supervising medical students in outpatient settings
- g. Scheduled teaching of medical students occurring during procedures
- h. Participation in small group discussion/conference sessions/case studies
- i. Mentoring that is scheduled by the medical school or clinical department (e.g., Master Scholars program, assigned 3<sup>rd</sup> – 4<sup>th</sup> year student residency advisors); formally scheduled meetings with students may be credited as teaching hours
- j. Development of, or participation in, objective structured clinical examinations (OSCEs)

## **2. Teaching in residency programs**

- a. Leadership
  - i. Directorship or associate directorship of residency training program
  - ii. New curriculum development in residency programs that is required by ACGME or the clinical department
- b. Lecturing to residents
- c. Leading scheduled seminars, conferences, journal clubs, or “morning report” sessions involving residents
- d. Teaching rounds with residents, including teaching residents at the bedside
- e. Supervising residents in outpatient settings
- f. Scheduled teaching of residents occurring during procedures
- g. Mentoring that is scheduled by the clinical department for residents; formally scheduled meetings with residents may be credited as teaching hours
- h. Evaluating resident knowledge, skills, and attitudes (e.g., written evaluations, OSCEs, other observations of residents taking histories and performing physical examinations)

## **3. Teaching in subspecialty fellowship programs**

- a. Leadership
  - i. Directorship or associate directorship of subspecialty fellowship programs
  - ii. Development of new curriculum that is required by the certifying board of the subspecialty fellowship.
- b. Lecturing to fellows in medical school subspecialty fellowship programs
- c. Leading seminars, conferences, and journal clubs involving subspecialty fellows in the medical school
- d. Teaching rounds with fellows, including teaching fellows at the bedside
- e. Supervising fellows in outpatient settings
- f. Scheduled teaching of fellows occurring during procedures
- g. Evaluating fellows knowledge, skills, and attitudes

**4. Development of new teaching materials**

- a. Development of new conferences, computer-based teaching materials, slides, videos, course syllabi, educational web sites
- b.

**5. Development, organization and direction of a course of study**

- a. Developing a new course offering
- b. Writing training grants
- c. Developing, improving and evaluating curriculum
- d. Participation in advisory meetings
- e. Scheduled mentoring of students, residents or fellows
- f. Organizing lecture series
- g. Organizing lectures by outside speakers, if part of a formal course of instruction
- h. Overseeing thesis committee meetings
- i. Mentoring any students, residents or fellows with extra needs

**6. Supervising research training**

- a. Research training and supervision of summer undergraduate students in the summer undergraduate programs
- b. Research training and supervision of medical students in the Honors Program
- c. Giving a lecture for the summer programs
- d. Scheduled research training of medical students, residents or fellows

**7. Participation on qualification and thesis committees**

- a. Writing and marking written qualification exams
- b. Critiquing qualification exam proposals and participating in oral qualification exams
- c. Critiquing PhD and Honors theses and participating in oral thesis defense exams

**8. Student advisory and thesis committees**

- a. Participating in regularly scheduled committee meetings

**9. Teaching in faculty development programs**

- a. Course leadership of a faculty development program for improving faculty teaching skills
- b. Giving a lecture as part of a faculty development program for improving faculty teaching skills
- c. Leading a seminar as part of a faculty development program for improving faculty teaching skills
- d. Other scheduled activities for improving faculty teaching skills (formal evaluations of faculty knowledge, skills, and attitudes concerning teaching)

## **Maintaining a Record of Teaching Activities**

### **Teaching Record**

Every faculty member is expected to maintain a record of his/her teaching activities that may be reviewed with the member by the Department Chair. Information describing the teaching activity, type of student(s) taught and the number of hours spent in each teaching activity should be recorded and updated at his/her convenience, but at least once a year, to maintain the full record of teaching. A Teaching Portfolio template is available on the Faculty Teaching Portfolio webpage<sup>2</sup> and can be maintained locally by each faculty member. The purpose of this template is to provide a simple, reliable and standardized method for maintaining a Teaching Record, which the faculty member can easily store, revise and update. The faculty member is expected to have the record of teaching activities available at any time to the Departmental Chair, both for verification and for discussion regarding raises, additional assignments, as well as promotion and tenure. For full-time faculty, this record will also be used for mentoring committee

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<sup>2</sup> The School's Teaching Portfolio Template can be found at <https://med.nyu.edu/for-faculty/faculty-affairs/appointment-promotion-tenure/teaching-portfolio>

meetings and will be a required component of the materials submitted for the formal third and sixth year reviews and for consideration for promotion and/or tenure. For part-time faculty members, the record will be reviewed as a necessary component in the consideration for reappointment and promotion. Furthermore, the Chairs will be at liberty to share the data with the Dean's Office to facilitate the management of the curriculum and the educational enterprise.

### **Teaching Portfolio**

Tenure track faculty members seeking promotion and/or tenure as educators, that is, on the basis of superior performance and scholarship in teaching as the primary criterion for advancement, must develop a much more extensive Teaching Portfolio. The record of teaching activities may be used to record the basic aspects of the teaching activities, but in order to be considered for promotion and/or tenure on the basis of distinction as an educator, substantially more evidence of superior teaching accomplishments should be provided. In this case, the faculty member should ideally declare his/her intentions by the time of the formal third year review. Following approval by the Departmental Chairman and Departmental Appointments and Promotion Committee, the office of the Vice Dean for Faculty and Academic Affairs will be notified. A designee from this office, in collaboration with the department will guide and coordinate the development of the Teaching Portfolio on an individual basis. The major elements of the Teaching Portfolio should include all sections in the Teaching Portfolio template<sup>3</sup> as well as: 1) a personal statement regarding the individual's philosophy of education; 2) evaluation of teaching effectiveness including student and peer assessments and demonstration of successful student learning; 3) documentation of scholarly activities in local, regional, national or international arenas and evidence of the local, regional, national or international peer recognition of the member's pedagogical excellence; 4) teaching honors and awards received; 5) teaching monitoring and improvement plans.

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<sup>3</sup> The School's Teaching Portfolio Template can be found at <https://med.nyu.edu/for-faculty/faculty-affairs/appointment-promotion-tenure/teaching-portfolio>

