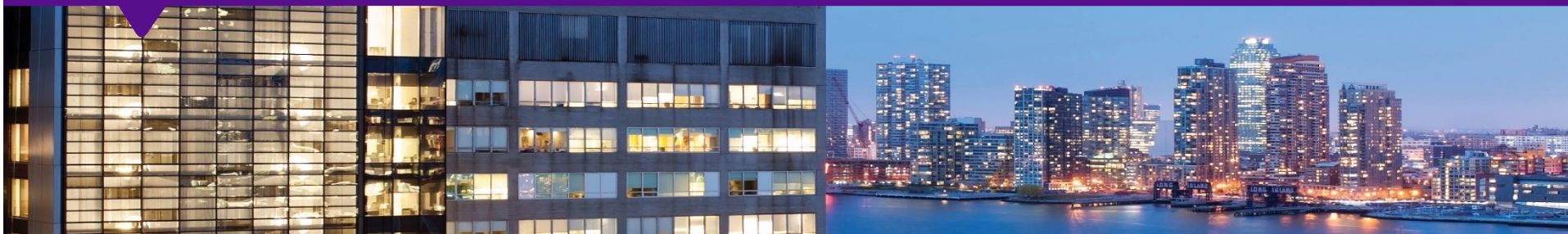


Annual Junior Faculty Development Meeting



Education, Faculty and Academic Affairs Leadership

Steven Abramson, M.D., *Vice Dean for Education, Faculty and Academic Affairs*

Joan Cangiarella, M.D., *Senior Associate Dean for Education, Faculty and Academic Affairs*

Georgeann McGuinness, M.D., *Associate Dean for Mentoring and Professional Development*

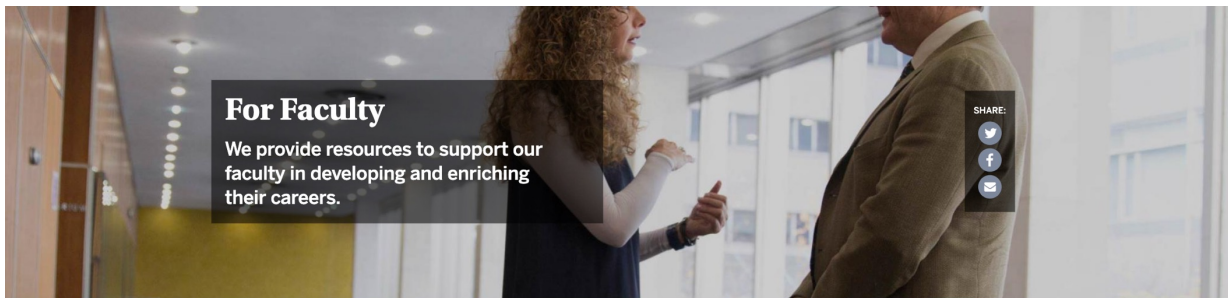
Michael Poles, M.D., PhD, *Associate Dean for Curriculum, Director, Educator Community*

AGENDA

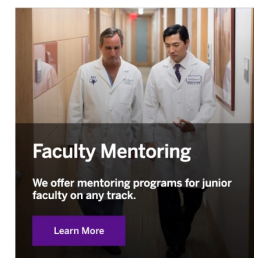
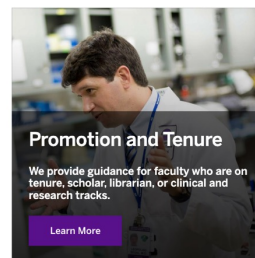
- Review of Faculty Tracks
- Criteria for Promotion and Tenure on the Tenure Track (IC/E and I/E)
- Third and Sixth Year Reviews
- Criteria for Promotion on the Scholar and Clinical/Research tracks
- Mentoring
- Community of Educators

https://med.nyu.edu/for-faculty/faculty-affairs/appointment-promotion-tenure/promotion-tenure?iid=int_nyu_med_portal

<https://med.nyu.edu/for-faculty/sites/default/files/policies-resources-scholar-clinical-research-track-promo-criteria.pdf>



- For Faculty
- > Faculty Affairs
- > Mentoring & Faculty Development
- Recruitment
- Policies & Resources
- Leadership Development
- Faculty Recognition
- > Educator Community



<https://med.nyu.edu/for-faculty/faculty-affairs/appointment-promotion-tenure/promotion-tenure-guides-documents>



< For Faculty

- Faculty Affairs
 - Appointment, Promotion & Tenure
 - Promotion & Tenure
 - Promotion & Tenure Guides & Documents
 - Third & Sixth Year Review
 - Appointment, Promotion & Tenure Committees
 - Teaching Portfolio
 - Mentoring & Faculty Development
 - Recruitment
 - Policies & Resources
 - Leadership Development

Promotion & Tenure Presentation Guides & Documents

The following guides provide helpful information for NYU Langone faculty on any track who seek appointments, promotion, or tenure.

- [Simplified Guide to the Appointments, Promotions, and Tenure Processes at NYU Grossman School of Medicine](#) (Kerberos ID and password required)
- [2019 Annual Junior Faculty Presentation](#)

Materials Required for Appointment, Promotion, and Tenure

In order for a candidate to be considered for appointment, promotion, or tenure, both the candidate and the chair are required to submit certain materials and select referees.

Materials from Candidates

All candidates are required to submit the following materials:

- [Funding History Template](#)



Materials from Candidates

All candidates are required to submit the following materials:

- [Funding History Template](#)
- [Format of the Curriculum Vitae, 2018](#). The CV should include a bibliography of five to seven publications authored or co-authored by the candidate.

Candidates are also required to select and provide information about referees. Please see below for more information.

Additional materials required, if applicable, include the following:

- personal statement
- [faculty teaching portfolio](#)

Materials from Department Chairs

The department chair submits for all candidates the following:

- letter of recommendation
- [Departmental Appointment and Promotions Committee Meeting Template](#)

Date Prepared:

Curriculum Vitae

FIRST NAME, LAST NAME, SUFFIX AND DEGREE(S)

Contact Information

Home address:
Office address:
Work phone:
Cell phone (optional):
Work email address:
Other e-mail (optional):
Web page (optional):

Additional Information

Place of birth: City, State, Country



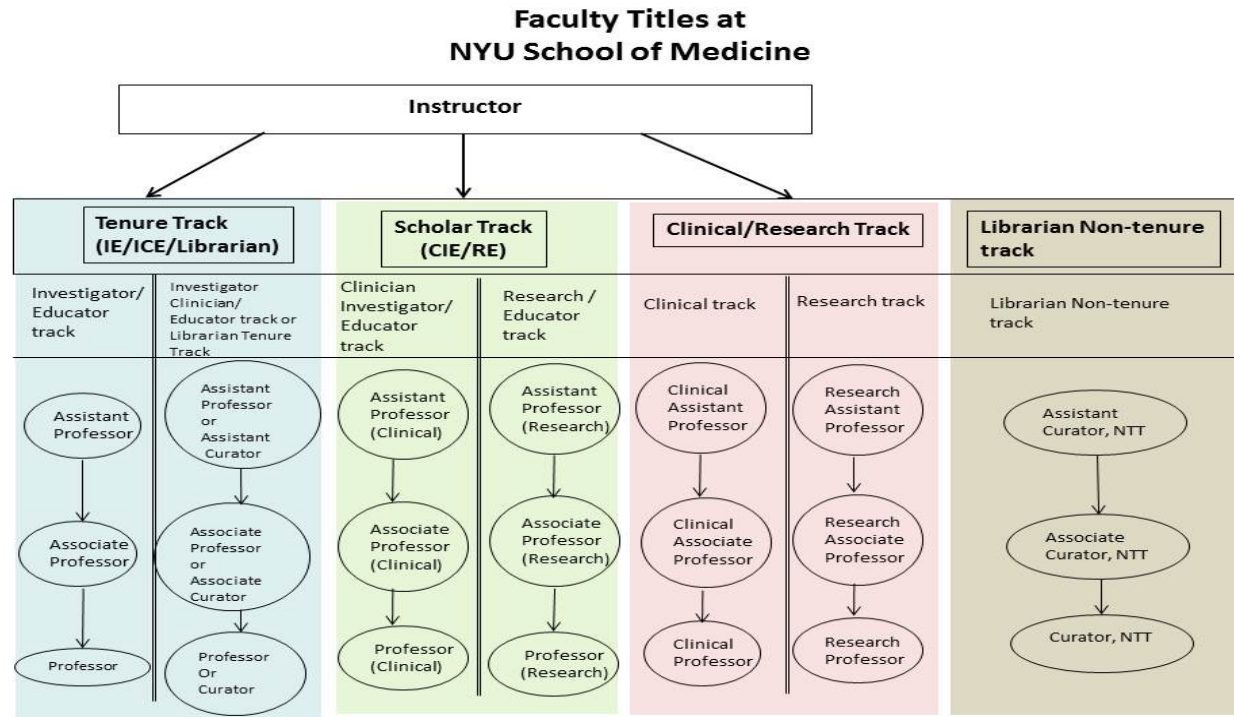
FACULTY CONTRIBUTIONS TO DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY IN THE ASSESSMENT FOR PROMOTION*

At NYU Langone Hospitals, NYU Grossman School of Medicine, NYU Long Island School of Medicine and NYU Langone Health (collectively referred to as “NYU Langone”), the core value of diversity is fundamental to our mission to SERVE, to TEACH and to DISCOVER. We celebrate the inclusive excellence that is found in the contribution of the diverse identities, communities and roles that make us a world-class institution in patient care, education and research (“tripartite missions”). We strive to be a place where our exceptionally talented faculty, staff and students of all identities can thrive.

We are committed to the recognition of education, clinical activities, research and service that support and promote diversity, equity, inclusion and accessibility (DEIA) at our institution during the promotion review process.

<https://med.nyu.edu/for-faculty/sites/default/files/faculty-contributions-to-deia-for-promotion.pdf>

Faculty Tracks



Promotion Dashboard

131 Active Faculty Match Selected Filters												
	Tenure/ Eligible			Scholar (Nontenure)		Librarian (Nontenure)	Clinical/Research (Nontenure)		Adjunct	Visiting	No Track	Grand Total
	Investigator Clinician/ Educator	Investigator / Educator	Library	Clinician Investigator/ Educ..	Research/ Educator	Library Non-Eligible	Clinical	Research				
Assistant Professor/ Curator		3		5	4		20	2				34 (25.9%)
Associate Professor/ Curator				6	6		25		2			39 (29.7%)
Eligible		3										3 (2.29%)
	Tenure	1	5									6 (4.58%)
Full Professor/ Curator	3	13		6	2		7	6	7			44 (33.5%)
Instructor											5	5 (3.81%)
Member of Faculty												
Teaching Assistant												
Grand Total	4 (3.053%)	24 (18.32%)		17 (12.97%)	12 (9.160%)		52 (39.69%)	8 (6.106%)	9 (6.870%)		5 (3.816%)	131 (100%)

NYU Grossman School of Medicine Faculty as of 8/7/23

	TEN-ELG	TENURED	NEL	TOTAL
	95	307	5445	5847

95 faculty on the tenure eligible track:

- 72 I/E
- 19 IC/E
- 4 Library

930 faculty on scholar track:

- 775 CI/E
- 147 R/E
- 8 Library

9/1/2016 to 8/31/2022

Awarding of tenure

66 candidates for tenure, 9 denials, success rate of 85%

- 14 were promotions with tenure
- 5 were track changes with tenure

Promotion on tenure track

89 % success rate ap to AP, 47 Total, 5 Denials

- 11 were promotion with tenure

94 % success rate AP to P, 54 Total, 3 denials

- 3 were promotion with tenure

Promotion on scholar track

94% success rate ap to AP, 193 Total, 11 denials

97% success rate AP to P, 69 Total, 2 denials

100% success, ap to P

Promotion on clinical/research track

100% success rate ap to AP

100% success rate AP to P

100% success rate aP to CAP

Promotion Tracks

Name of Track	Tenure Track	Scholar	Clinical or Research
Track subtypes	Investigator Educator Investigator Clinician Educator	Research Educator Clinician Investigator Educator	Research Clinical
Timeline	10 year tenure timeline. School APT must make decision by end of year 9.	No timeline. Promotion to associate professor averages from 6-9 years	No timeline. Promotion to associate professor averages from 6-9 years
Faculty Phenotype	This track is for faculty with independent investigative roles. Consider placing clinician researchers on scholar track, with transfer if successful	Translational researchers, Key educators, Residency program directors, Vice chairs, Core directors	Primarily clinicians Non independent researchers

Promotion and Appointment

Tenure track (Clinical or Research) ¹	Scholar (Clinical or Research) ²	Clinical or Research ³
Sustained record of peer-reviewed NIH funding	Promotion on basis of Clinical or research excellence AND Education/Education Leadership Or Administrative leadership Or Scholarship Makes substantial contributions to the academic mission of the school	Promotion on basis of clinical excellence or research performance
National & international reputation	<u>For clinicians</u> , besides clinical excellence, makes significant contributions to other missions including scholarship, education, or leadership <u>For educators/education leaders</u> , recognition as an educator, evaluations by residents/students, mentorship, development of curriculum, web-based modules, assessment tools, simulations; may have scholarly publications	<u>For clinicians</u> , primary role is provision of clinical care. May teach, within Artman parameters and/or GME training.
Research effort sufficient to support independent long term funding; may include research in education	<u>For researchers</u> , role as a collaborating investigator that aids in obtaining or renewing grant funding for the institution; key collaborator on grants but may not be the principal investigator; plays a role in the development of ideas and in the oversight of projects; directs a core laboratory	<u>For researchers</u> , participates in research but does not play a key role in the development of ideas or the oversight of projects; has no independent funding; works in a lab of a PI
Consider placing clinician researchers on CIE track, with transfer if successful	Examples: Translational researchers, Key educators, Residency program directors, Vice chairs, Core directors	Examples: Primarily clinicians Non independent researchers

Criteria for Promotion and Tenure for Faculty on the Tenure Track

<https://med.nyu.edu/for-faculty/sites/default/files/guidelines-for-promotion-tenure-track-or-tenure.pdf>

Criteria for Promotion and Tenure (Tenure Track)

National and International recognition

- Invitations to lecture at national and international meetings
- Leadership role in planning sessions for scientific meetings
- Membership on editorial boards of prominent journals
- Membership on research peer review and scientific and professional advisory committees
- Receipt of honors for scientific and scholarly achievements

Sustained and substantial funding from national peer-reviewed funding agencies (NIH, NSF, government and private sector)

- Development of an upward trajectory with renewal of NIH funding
- Publication of major peer-reviewed papers – first and last author

Teaching

- Extraordinary distinction as educators
- Attraction of productive graduate students and postdoctoral fellows
- Artman II requirements

Service

Hospital and school committees

Innovators
Breakthrough in
technology or
education

Tenure Decisions

Necessary:

- National and international reputation
- Sustained NIH funding as the PI, including but not limited to renewals of grants

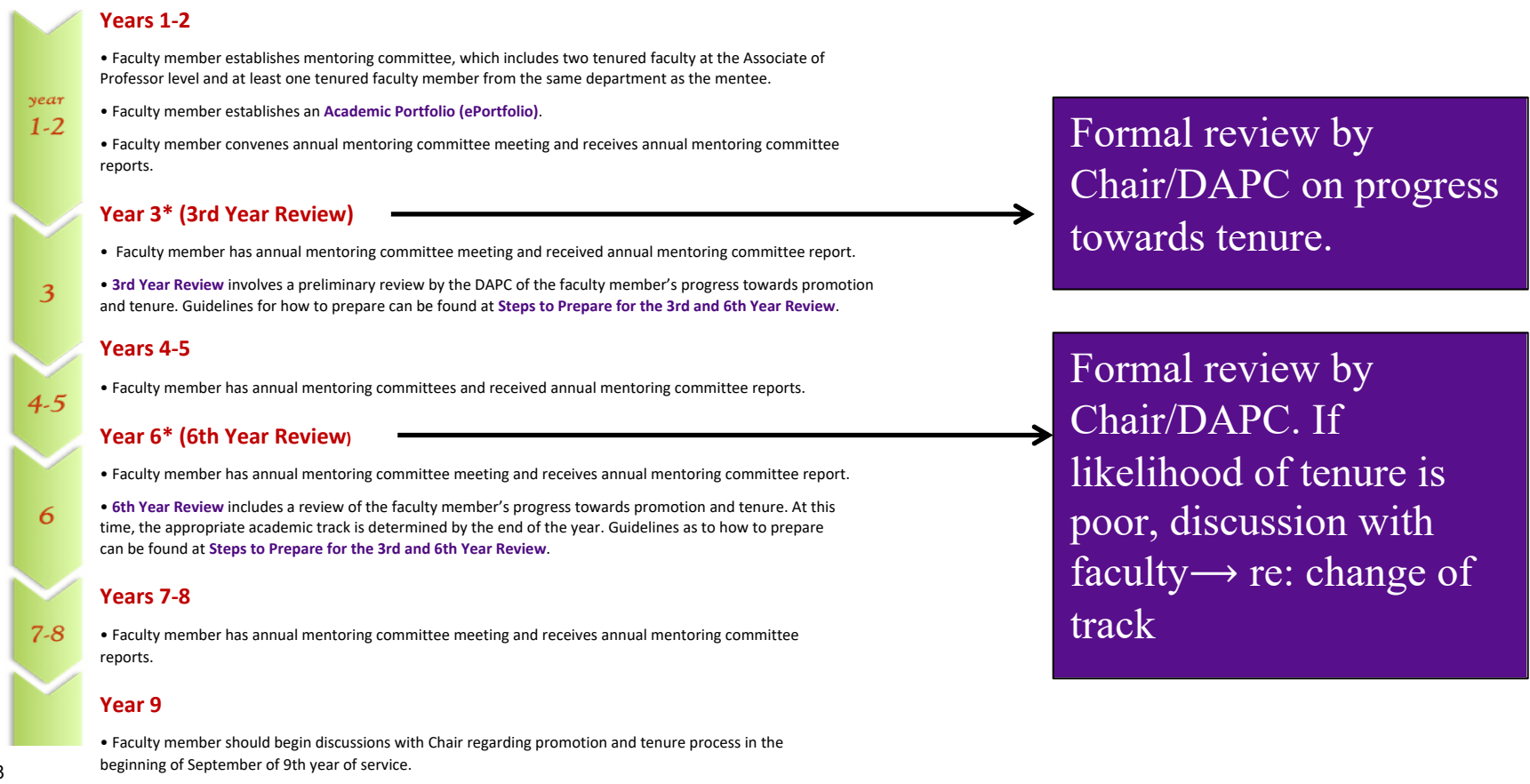
Additional considerations:

- Federal grants (non-NIH) and non federal grants
- Peer reviewed publications (especially 1st or last-author publications)
- Innovative technologies
- Contributions to collaborative research through team science

Three and Six Year Reviews

- Reviews are conducted for all full-time tenure eligible faculty
- The Dean's office notifies the Chair when a review is due
- The review is conducted by the Chair and the Departmental Appointments and Promotions Committee
- If tenure is considered unlikely, the Chair meets with the faculty member to discuss his/her options
- The Chair notifies the Dean and faculty member of the outcome of the meeting in writing

Three and Six Year Reviews



Criteria for Promotion on the Non-Tenure Tracks

Overview of Career Development Expectations and Criteria for Promotion on the Non-Tenure Eligible Tracks at NYU Grossman School of Medicine

<https://med.nyu.edu/for-faculty/sites/default/files/policies-resources-scholar-clinical-research-track-promo-criteria.pdf>

Criteria for Promotion on the Scholar Tracks

Scholar Track: **Clinical Investigator Educator (CIE)/Research Educator (RE)**

Faculty on this track should have substantial contributions to academic mission of the school. Scholarly activities, which include excellence in teaching and program leadership, may not require national reputation.

Promotion may be achieved for excellence in education, clinical care, research collaboration and administration

Scholar Track:

Clinical Investigator Educator (CIE)/Research Educator (RE)

Changes to our promotion policies

Subcommittee of C21 (2009) to focus specifically on faculty recognition and development and to propose criteria to ensure promotion of full-time non-tenured faculty engaged in the educational enterprise.

A central tenet of the recommendations is that scholarly contributions to the academic mission are not always captured by the criteria traditionally applied by institutional promotions committees

Scholarship in an academic medical center must be considered in a broader context than that of peer reviewed publications, grants or national reputation

Recommended that promotion on these tracks should be reserved for individuals who distinguish themselves as teachers, mentors, program leaders and scientific collaborators

Criteria for Promotion (Scholar Track)

Excellence in academic translational research (50/50)

- Contributing investigator in scientific or educational research that aids in grant funding for the institution with publication of major peer-reviewed papers
- Invitations to lecture at national and international meetings
- Grants reviewer or membership on editorial boards
- Supervision of research trainees

Excellence in Teaching (Educators)

- Teaching portfolio
- Exceptional mentorship and training of students
- Teaching awards
- Leadership in medical student or resident programs
- Development of innovative curriculum

Excellence in Clinical Care (Clinicians)

- Election to distinguished medical societies
- Leadership in professional societies
- Invitations to lecture at national and international meetings
- Development of new clinical treatments or concepts

Excellence in Service

- Contributions to education administration
- Distinguished service as program, course or clinical service director
- Service on hospital or school committees

EXPECTATIONS FOR PROMOTION TO RANK OF ASSOCIATE PROFESSOR (CLINICAL & RESEARCH SCHOLAR TRACK)

Accomplishments and activities expected in at least 2 domains, 1 of which must be Clinical or Research, for Clinicians or Investigators, respectively

Clinical (required for Clinicians)	Research (required for Investigators)	Education	Service	Scholarship
<ul style="list-style-type: none"> ▪ Sustained dedication to excellent clinical care ▪ Local / regional reputation for clinical excellence and authority in the field ▪ High clinical quality metrics ▪ Creation of, or participation in, clinical programs that are locally or regionally unique. ▪ Leadership in performance improvement activities and quality programs ▪ Key collaborator in clinical trials 	<ul style="list-style-type: none"> ▪ Substantive participation and contributions to important research endeavors of the lab. ▪ Collaborative investigator aiding in obtaining or renewing grant funding for the institution ▪ Commitment to quality and safety in the laboratory. ▪ Growing scientific autonomy and independence ▪ Significant role in mentorship and guidance of trainees and junior faculty 	<ul style="list-style-type: none"> ▪ Recognition as an effective teacher through learner evaluations ▪ Leadership role in UME or GME ▪ Adapting and applying a new learner assessment tool ▪ Developing innovative curriculum ▪ Developing mentoring programs ▪ Publications around educational themes ▪ Participation as faculty in CME programs 	<ul style="list-style-type: none"> ▪ Leadership positions in departmental, school, or enterprise committees Election or selection to membership and/or leadership positions in professional societies 	<ul style="list-style-type: none"> ▪ Publications in peer reviewed journals ▪ Presentations of scholarly work at academic society meetings ▪ Success as a collaborating investigator ▪ Contributes to regional and national societies through meeting participation and submission of lectures, posters, presentations. ▪ Invitations as lecturer or moderator for regional and national meetings. Invitations as a visiting professor. ▪ Membership on editorial boards and scientific and professional advisory committee

Criteria for Promotion on the Clinical or Research Tracks

Clinical/Research Tracks

- Promotion on basis of excellence in clinical service
- Fulfills roles in clinical service, education and research that are critical to the mission of the medical center but academic scholarship and publications of peer-reviewed papers are limited
- For research track, participates in research but does not play a key role in the development of ideas or the oversight of projects; has no independent funding; works in a lab of a PI

EXPECTATIONS FOR PROMOTION TO RANK OF CLINICAL ASSOCIATE PROFESSOR

Accomplishments & activities expected in at least 2 of the below domains, one of which must be clinical care.

Clinical (required)	Education	Service	Scholarship
<ul style="list-style-type: none"> ▪ Sustained dedication to excellent clinical care (required) ▪ Clinical quality metrics meet or exceed peers (required) ▪ Local / regional reputation for clinical excellence and authority in the field ▪ Creation of, or participation in, clinical programs that are locally or regionally unique. 	<ul style="list-style-type: none"> ▪ Sustained participation in the department's educational mission ▪ Recognition as an effective teacher through learner evaluations ▪ Creation of new and innovative materials in response to learners' needs ▪ Contributing role in teaching or training program ▪ Medical student preceptor, advisor, or mentor ▪ Participation in resident / fellow recruitment and interviewing ▪ Participation as faculty in CME programs 	<ul style="list-style-type: none"> ▪ Sustained participation and / or leadership in departmental, school, or enterprise committees ▪ Membership and participation in professional societies 	<ul style="list-style-type: none"> ▪ Attendance at academic seminars and lectures ▪ Mentors / coaches trainees in preparing scholarly work projects ▪ Contributes to regional and national societies through meeting participation and submission & presentation of lectures, posters ▪ Invited as guest speaker at non-industry sponsored events ▪ Peer reviewer for journals

Research and Teaching Expectations

Research Expectations (AEC)

In 2009, the School of Medicine accepted the recommendations of the AEC and implemented the *Policy on Performance Expectations for Research Faculty*, which defined expectations for research faculty productivity ($\geq 25\%$ effort in research), adopting metrics utilized at peer institutions

- Basic and clinical science departments
- Minimum of 60% of *research salary* supported on extramural funds
- Policy on Performance Expectations for Research Faculty:

<https://med.nyu.edu/for-faculty/sites/default/files/policy-on-performance-expectations-for-research-faculty.pdf>

Teaching Expectations (Artman II)

In order to be considered for credit “in excess of Artman II”, a faculty member must first fulfill his/her expected teaching obligations through the following:

- Minimum of 50 contact hours (200 effort hours) annually, if requested.
- Of the 50 contact hours, At least 10 hours must be in formal courses in undergraduate medical education (UME) and At least 10 hours must be in formal courses in the graduate school (Sackler Institute)
- Policy on Expectations Regarding Teaching

<https://med.nyu.edu/for-faculty/sites/default/files/report-of-committee-on-expectations-regarding-teaching.pdf>

Electronic Faculty Assessments

ELECTRONIC PLATFORM

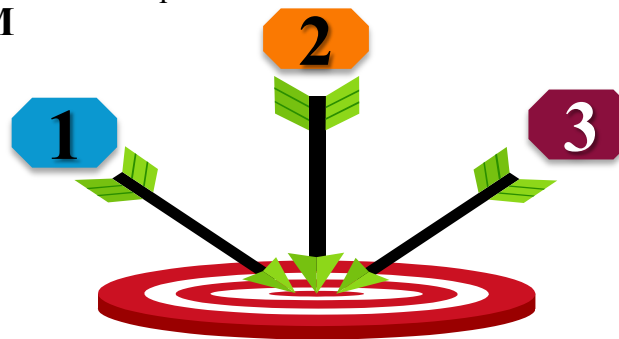
System should be MCIT compliant and integrated with single sign-on (SSO)

MOBILE RESPONSIVE

System should be accessible on smart phones and tablet devices

MINIMAL DATA ENTRY

Goal is to reduce faculty overhead of entering data otherwise collected in NYULMC systems



8. Overall Comments

A. Faculty growth and development: Are there positions and/or committees you would be interested in pursuing in the future?

B. Please add further comments below if desired. You may include:

- Any activity or contribution that doesn't fit easily into the areas above
- Aspects of your professional life you wish to highlight

C. Please offer any comments as it pertains to your readiness for promotion.

Faculty Comment

Reviewer Comment

< For Faculty	
▶ Faculty Affairs	
▼ Mentoring & Faculty Development	
Faculty Advance: A Faculty Development Program	
Faculty Mentoring	
Mentoring Resources	
Tenure-Eligible Mentoring	
Nontenure-Eligible	

Home > For Faculty > Mentoring & Faculty Development

Faculty Advance: A Faculty Development Program

NYU Langone is committed to fostering the professional development of our faculty. Our Faculty Advance program is designed to encourage professional development in science and medicine to an all-inclusive community of NYU Langone academic junior and mid-career faculty.

Co-directed by [Joan F. Cangiarella, MD](#), [Georgeann McGuinness, MD](#), and [David T. Stern, MD, PhD](#), the Faculty Advance program is open to all faculty. The program comprises a range of presentation formats throughout the year to facilitate constructive and didactic conversations that inform faculty of academic realities and help them navigate academia toward fulfilling their career aspirations. Past topics have included the following:

EVENT
Conversations with NYU Langone Leaders: "The Roadmap"
What It Takes
Approaching Promotions (Over Lunch)
Skill-Building Workshops
Junior Faculty Town Hall
Incoming Faculty Orientation

Faculty Mentoring at NYULMC

Georgeann McGuinness, MD

Associate Dean for Mentoring & Professional Development



Mentoring

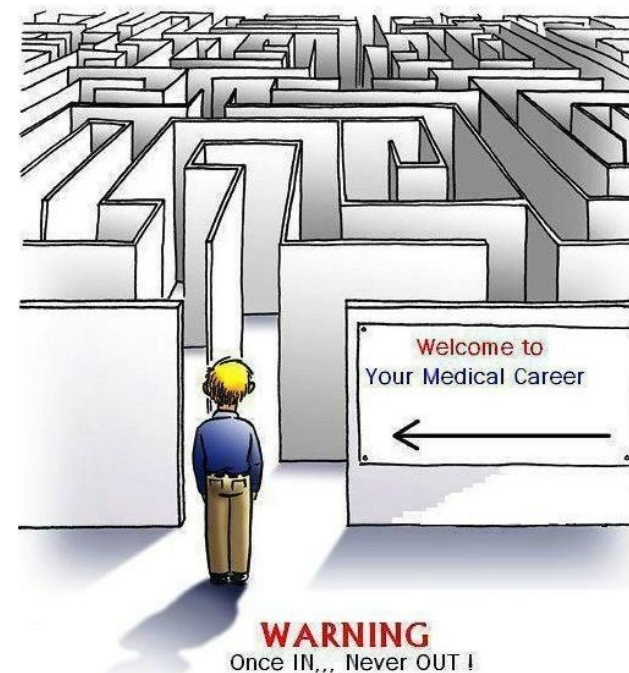
- ❑ **Essential** to professional growth & career development
- ❑ **Important** to recruitment, development & retention of top faculty
- ❑ **Produces** stronger faculty, increases productivity & job satisfaction
- ❑ **Strengthens** individuals & programs & departments
- ❑ **Expectation**—inadequate mentoring is a common dissatisfaction of junior faculty.

Includes:

- Professional & career development
- Guidance in navigating promotion & tenure
- Networking
- Leadership skills development
- Research mentoring
- Work-life integration

What do Mentees Seek in a Mentor? **Someone to:**

- Help understand the expectations (& pathways) for a successful career
- Advise on focusing time & energy during different career stages
- Candid explanation of what is a 'time sink' & what isn't
- Direction towards an efficient & strategic approach to building a professional portfolio
- Strategic projection forward to promotion & tenure metrics in a given track
- Advice not only on *what* one should be doing, but coaching on *how* to achieve goals



Mentors & Mentees are a team with a common goal

- ❑ Establish a cadence for your interactions & meetings
 - Explore expectations for the process
- ❑ **Begin with the end in mind**—plot together means to get there
 - Do the gap analysis
 - Identify together activities you both feel will be necessary for success
- ❑ Set goals & timelines
- ❑ Review metrics for promotion on the track
- ❑ Conduct periodic (annual?) reviews: Accounting of accomplishments & goals not met
- ❑ Offer support through set backs
- ❑ Be prepared to give difficult feedback/agree to internalize feedback

Goals & Responsibilities

Mentee

Goals	Responsibilities
<ol style="list-style-type: none"> 1. Identify and demarcate career pathway 2. Delineate steps, activities & milestones necessary to attain goals 3. Obtain expert advice in priorities and focus 4. <i>Career Success</i> 	<ol style="list-style-type: none"> 1. Keep mentor(s) apprised of progress 2. Proactively arrange appropriately paced interactions 3. Meet agreed upon goals & deadlines 4. Accept and internalize feedback 5. <i>Appreciation</i>

Mentor

Goals	Responsibilities
<ol style="list-style-type: none"> 1. Guide junior faculty career progress 2. Promote professional satisfaction 3. Foster mentee's strengths & unique potential 4. Define career path & professional role 5. <i>Inspire</i> 	<ol style="list-style-type: none"> 1. Availability & expertise 2. Assist in setting & keeping goals 3. Documentation of progress 4. <i>Provide honest, meaningful feedback</i>

The Office of Mentoring & Faculty Development

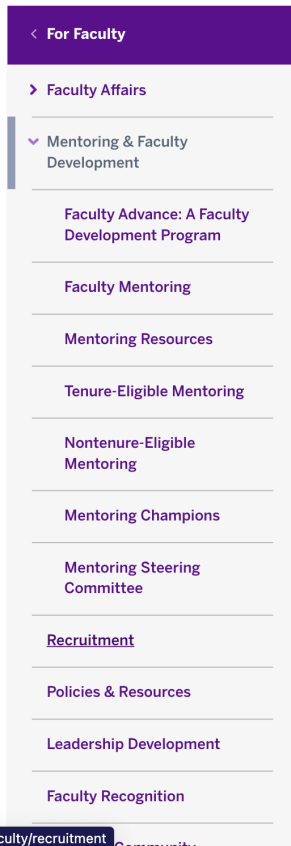
Oversight & infrastructure for institutional mentoring

- ❑ Directors, Champions, Steering Committee, Dean's Oversight

Offer support, guidance and tools:

- ❑ Design & launch individualized departmental mentoring programs
- ❑ Develop programs & tools to facilitate the process
- ❑ Provide resources for mentors
- ❑ Seminars & online materials for mentors & mentees
- ❑ Guidance in developing a cadre of mentors

<https://med.nyu.edu/for-faculty/mentoring-faculty-development>



Home > For Faculty

Mentoring & Faculty Development

NYU Langone's Office of Mentoring and Faculty Development ensures that junior and midcareer faculty have the support, information, and resources they need for career development. We cultivate growth opportunities by providing structure, guidance, and tools to mentors, mentees, and mentoring leadership. Thus, we enhance our ability to recruit and retain faculty, promote faculty engagement and professional satisfaction, and ensure the vitality of our institution.

Mentoring provides opportunities to both junior faculty and experienced faculty. As committed senior advisors and trusted guides, mentors provide counsel that helps junior faculty to further their personal and professional goals.

A conviction that mentoring strengthens the faculty and advances the mission of the department and institution offers strong incentive to mentors. Plus, many mentors derive enormous gratification from the success of their mentees. By imparting their professional ideals, ethics, and values, mentors can influence subsequent generations of doctors and researchers—and the future of their fields.

Our Leadership

Our leadership provides guidance to mentors, mentees, and the mentoring champions who oversee the programs on the department level.

[Georgeann McGuinness, MD](#)

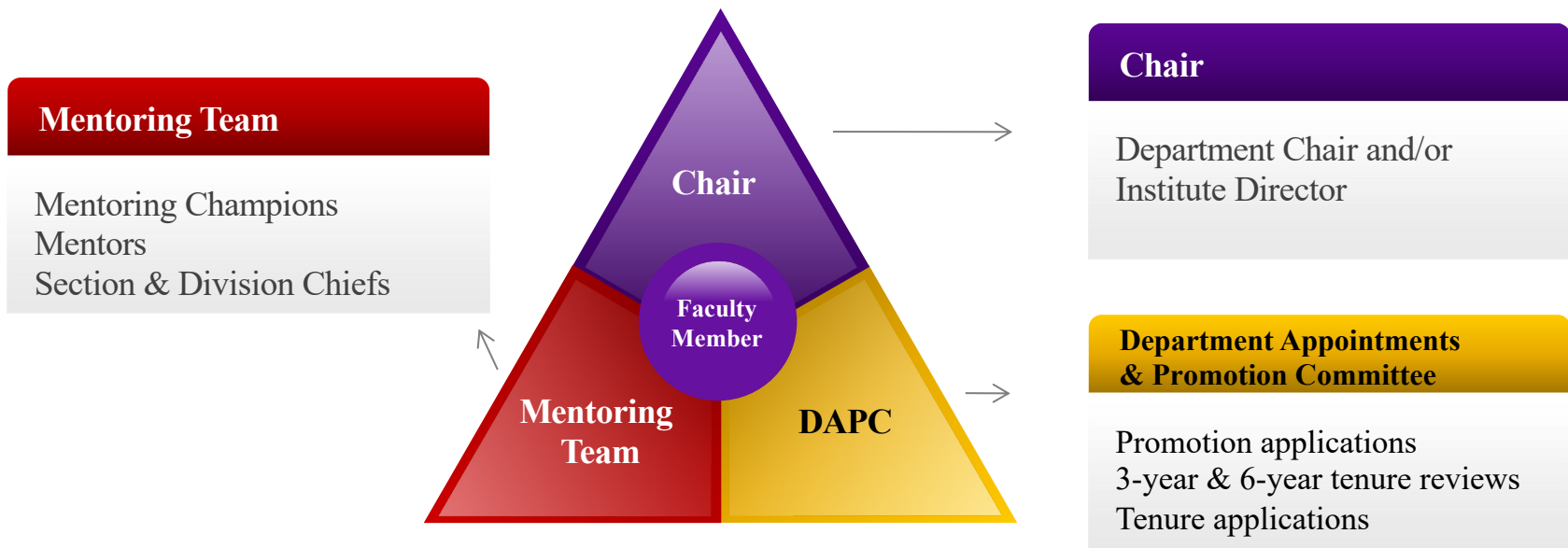
Associate Dean, Office of Mentoring and Faculty Development

Director of Clinical Faculty Mentoring, Office of Mentoring and Faculty Development

Professor, Senior Vice Chair, and Vice Chair for Academic Affairs, Department of Radiology

<https://med.nyu.edu/for-faculty/mentoring-faculty-development>

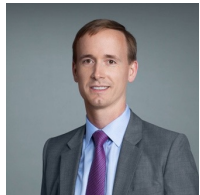
Your Promotion: Who has input?



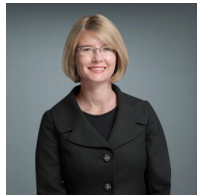
Departmental Mentoring Champions

- Identified, charged & supported by Chairs
- To assess individual & departmental mentorship needs
- Implement, oversee & monitor effectiveness of departmental mentoring programs
- To identify & develop a pool of appropriate mentors
- Participate in institutional mentoring initiatives

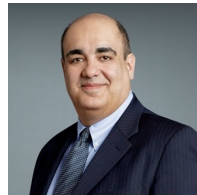
Mentoring Champions



Peter J. Neuburger
Anesthesiology



Erika Bach
Biochemistry &
Molecular Pharmacology



Nader Moazami
Cardiothoracic Surgery



E.Lyn Wilson
Cell Biology (*NTT*)



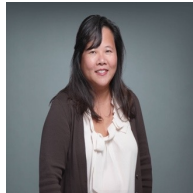
Alan Schlechter
Child & Adolescent
Psychiatry (*Clinical*)



Sally Horwitz
Child & Adolescent
Psychiatry (*Research*)



Nicholas Soter
Dermatology



Su-Shan Chin
Ehrman Medical Library



Katherine Jahnes
Emergency Medicine



David Stern
Medicine



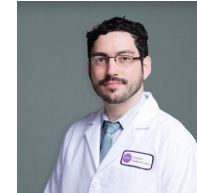
Lynn Buckvar-Keltz
Medicine



Ana Rodriguez
Microbiology



Laura Balcer
Neurology



Dan Friedman
Neurology



Raj Motiwala
Neurology



Douglas Kondziolka
Neurological Surgery



Gyorgy Buzsaki
Neuroscience



Hye-Chun Hur
OB/GYN



Elisabeth J. Cohen
Ophthalmology



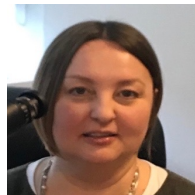
Kenneth A. Egol
Orthopedic Surgery

***New Member**

Mentoring Champions



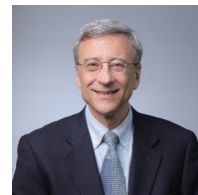
Susan Waltzman
Otolaryngology



Aylin Simsir
Pathology (*Clinical*)



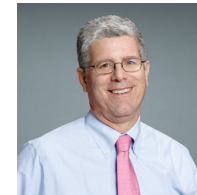
Jane Skok
Pathology (*Research*)



Arthur H. Fierman
Pediatrics



Mark Philips
Perlmutter Cancer Center



***Michael L. Grossbard**
Perlmutter Cancer Center



David T. Chiu
Plastic Surgery



Mark D. Schwartz
Population Health



Mary Anne Badaracco
Psychiatry (*Clinical*)



Naomi Simon
Psychiatry (*Research*)



Molly Poag
Psychiatry (*Career Development*)



Peter B. Schiff
Radiation Oncology



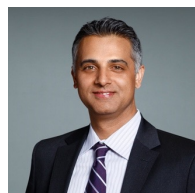
Anand Mahadevan
Radiation Oncology



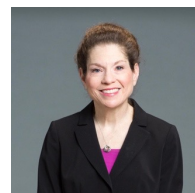
Georgeann McGuinness
Radiology



Alex Moroz
Rehab Medicine



Kepal N. Patel
Surgery



Ellen Shapiro
Urology



David Fenyo
Institute for Systems Genetics



Aravinda Chakravarti
Center for Human Genetics &
Genomics

***New Member**

Required Mentoring: TE, Scholar Researchers & Educators & NIH Awardees

		Criteria	Mentoring Required	Letter Required
Tenure Tracks: IE ICE	Tenure Eligible		YES	YES
NIH Awardees		Not otherwise captured	YES	YES
Scholar Tracks: CIE RE	Researchers: Meets Criteria	<ul style="list-style-type: none"> • Clinical or Basic Science • Asst. Professor • >=25% Research Effort 	YES	YES
	Educators: Meets Criteria	<ul style="list-style-type: none"> • Clinical or Basic Science • Asst. Professor • >=15% Education Effort 	YES	YES
	Educators: Chair Option	For example: <ul style="list-style-type: none"> • Clinical or Basic Science • Asst. or Assoc. Professor • Role in Education 	As per chair	OPTIONAL
	Clinicians, Researchers:	<ul style="list-style-type: none"> • Chair Option 	As per chair	OPTIONAL
Core Directors	Clinicians, Researchers:	<ul style="list-style-type: none"> • Clinical or Basic Science • Asst. Professor 	YES	YES

Overview: Mentoring TT Faculty

- Mentoring team of at least one tenured faculty
- Minimum 2 meetings/year
 - At least 1 of 2 meetings should be the team
 - Remainder can be meetings with individuals
 - Frequent 1:1 meetings encouraged for scientific feedback & career advice
- Benefit from maintaining continuous dialogues
 - e.g. lunch dates, brief meetings, updates
- Annual Mentoring Summary Letter
 - On file in central repository
 - Meeting with Chair for discussion of the letter, signing
 - Used to inform assessment for promotion/tenure

Overview: Mentoring Scholar Track Faculty

- Mentors
 - Single mentor
 - Group mentoring, faculty development programs, etc.
- Minimum 1 meeting/year
- Focus on metrics & career development for:
 - Clinician Investigator Educator (CIE) Scholar
 - Research Educator (RE) Scholar

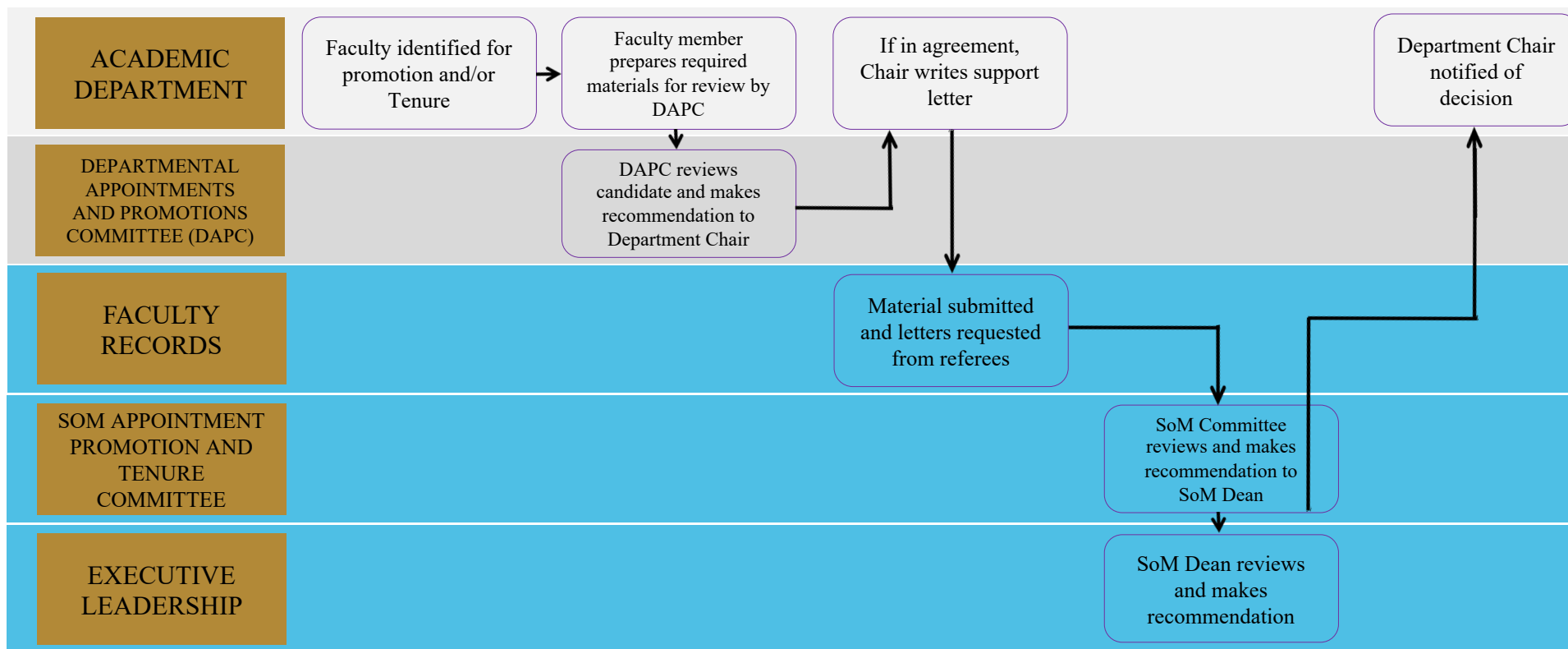
Launching the Promotion Process: **Step 1**

- Step One: Your name is submitted for DAPC review
 - Your Department Administrator handling DAPC sends guidance & instructions about the process, submission of materials, etc.
 - Candidate submits CV & personal statement for the DAPC (varies between departments)
- How do you get in front of your DAPC?
 - Mentoring Champion, Mentors, Section / Division Chiefs can (should!):
 - Propose promotion of qualified candidates
 - Urge junior faculty at the appropriate time to put themselves forth
 - Faculty directly express interest to Mentoring Champions, Mentors, Division Chiefs, Section Heads, Chair
 - Department Leadership should probe faculty interest in promotion

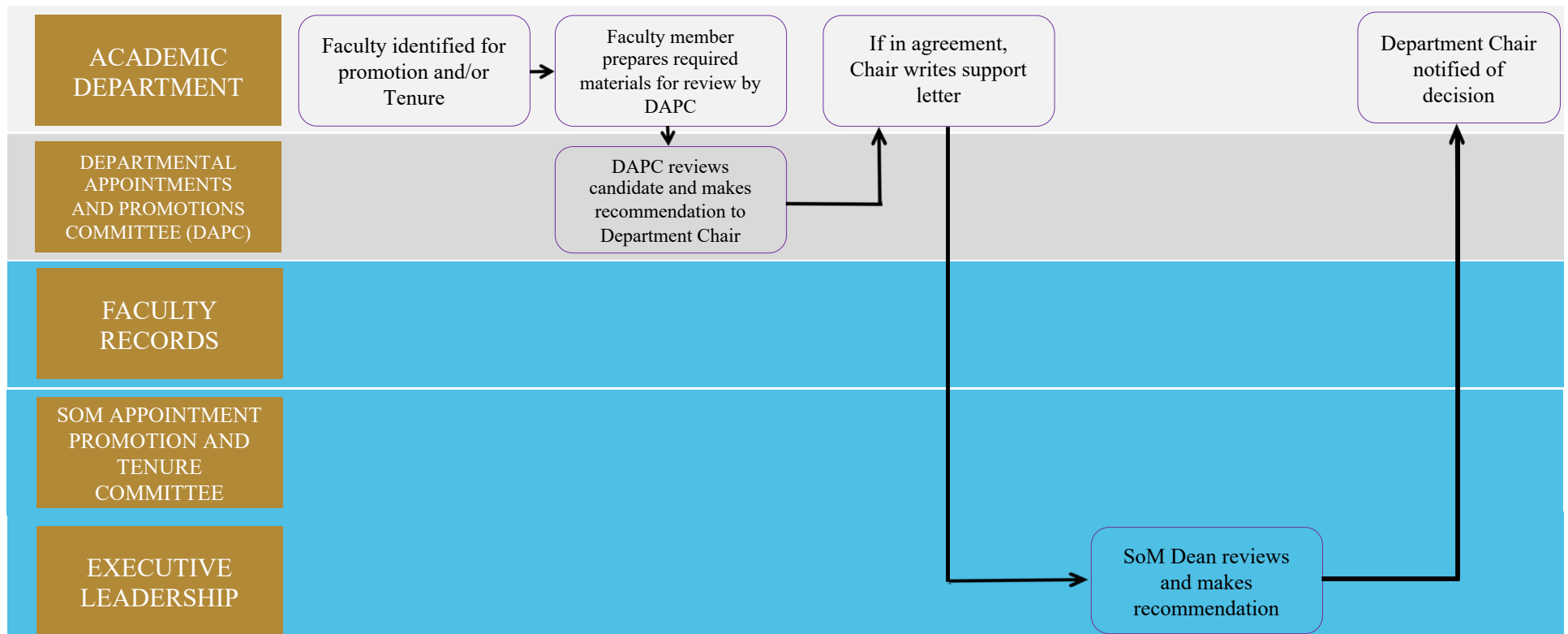
Step 2 & 3: DAPC Review & Chair Input

- DAPC considers your qualifications & prospects for promotion
 - Benchd against published guidelines (not metrics)
 - Unofficially against their ‘track record’ with similar candidates
 - Ideally someone who doesn’t know you well presents your application, as a ‘test’ of how your career accomplishments are perceived by ‘strangers’
- If the DAPC supports your application they indicate to your Chair
- If your Chair agrees, she notifies Faculty Records
- The Faculty Records Office asks you to submit materials

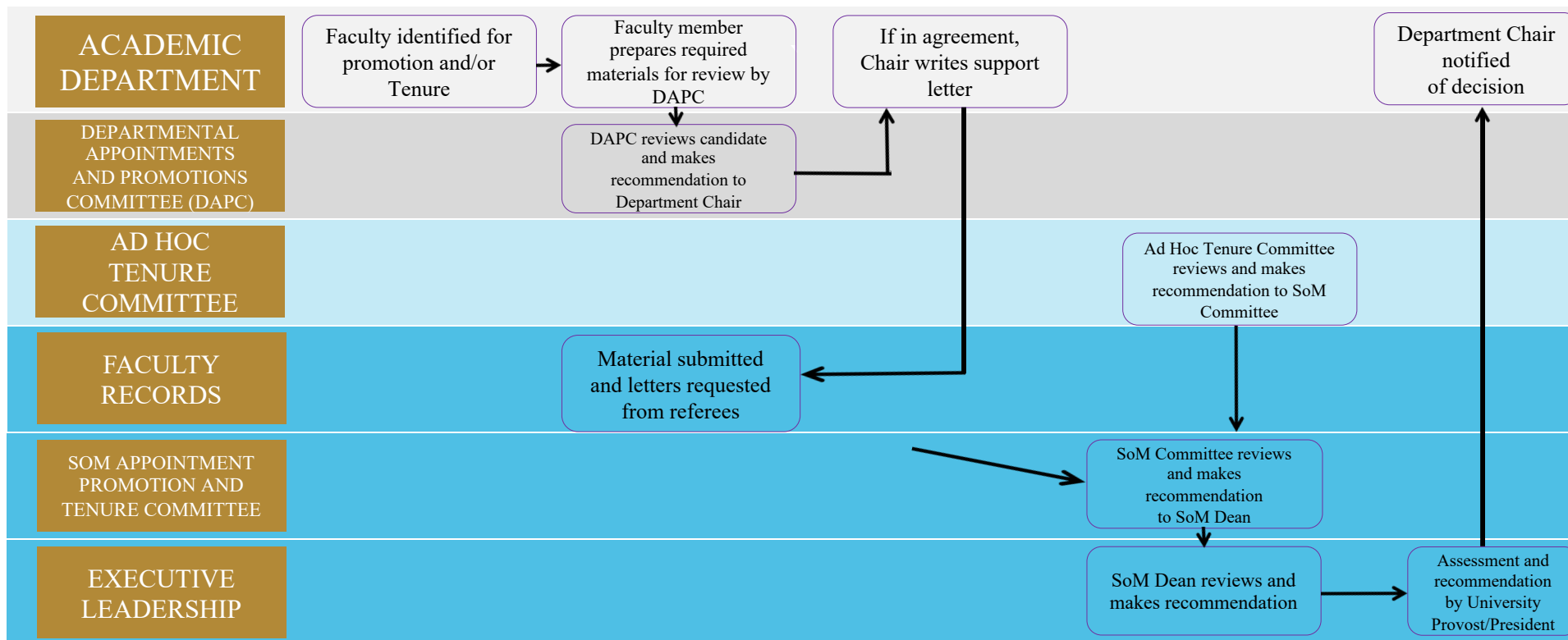
Appointment & Promotion Process: Scholar Track



Appointment & Promotion Process: Clinical & Research Track



Appointment & Promotion Process: Tenure



Non Tenure Track Milestones & Expectations for Promotion

Scholar Track, Research Track, Clinical Track

Need: Clarify areas of overlap in descriptors & parameters distinguishing between Scholar and Clinical & Research Track promotion expectations

Guidance Created:

Overview of Career Development Expectations and Criteria for Promotion on the Non-Tenure Eligible Tracks at NYU Grossman School of Medicine

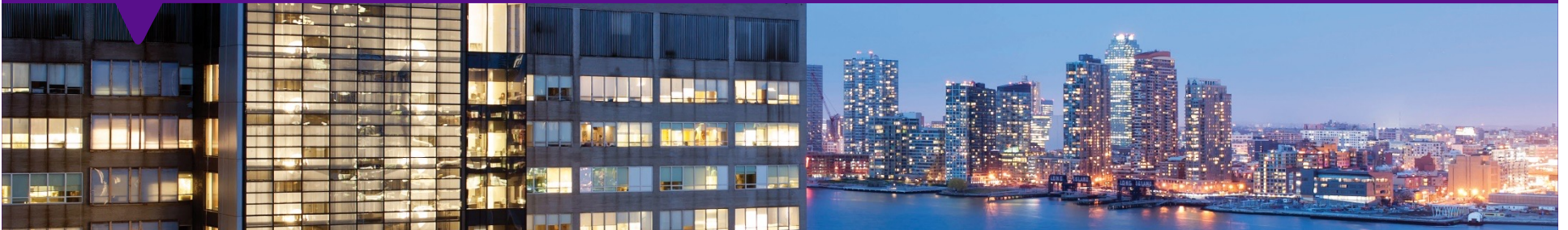
Who will use this document: Institutional & department leadership, DAPCs & APTs, mentors & faculty

Roll out:

- Websites
- Mentoring Champions, Steering Committee
- Presentation to the Chairs
- New Faculty Orientation, Junior Faculty Town Halls



EDUCATOR COMMUNITY

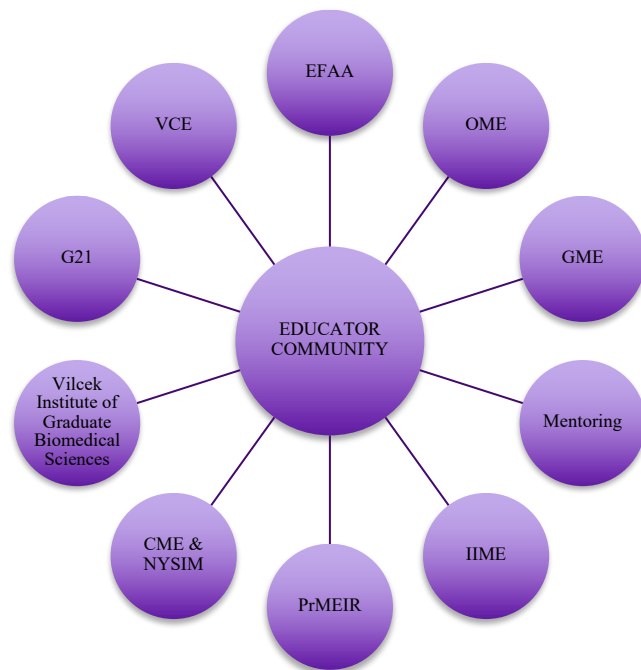


Educator Community Goals

Our goal is to inspire and support the faculty that lead and advance the education mission at NYU Grossman School of Medicine by:

- Fostering excellence in teaching and learning;
- Building community and connecting the avenues by which we organize and communicate across departments and programs;
- Strengthening mechanisms to recognize and support the career advancement of outstanding educators;
- Cultivating opportunities for interdisciplinary educational innovation and scholarship.

Our Partners



Including:

- Education, Faculty & Academic Affairs (EFAA)
- Institute for Innovations in Medical Education (IIME)
- Office of Medical Education (OME)
- Office of Graduate Medical Education (GME)
- Office of Continuing Medical Education (CME)
- Office of Mentoring and Faculty Development
- Vilcek Institute of Graduate Biomedical Sciences
- Program for Medical Education Innovations & Research (PrMEIR)
- Vice Chairs for Education
- New York Simulation Center (NYSIM)

Who the Community Includes

- About 750 members in the listserv
- Targeted towards current and aspiring education leaders in UME, GME, and faculty development which includes:
 - program or module director, assistant program directors
 - curricular innovation, evaluation, assessment, program leadership and/or educational scholarship

2023 Vice Chairs for Education



Michael Wajda, MD
Department of
Anesthesiology, Perioperative
Care, and Pain Medicine



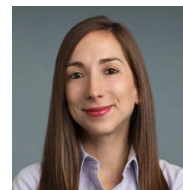
Lenard Adler, MD
Department of Child
and Adolescent
Psychiatry



Jess Shatkin, MD, MPH
Department of Child and
Adolescent Psychiatry



**Jo-Ann Latkowski,
MD**
Ronald O. Perelman
Department of
Dermatology



Selin Segalowsky, MD
Ronald O. Perelman
Department of Emergency
Medicine



David Stern, MD, PhD
Department of Medicine



Koto Ishida, MD
Department of Neurology



**Abigail Winkel, MD,
MPHE**
Department of Obstetrics and
Gynecology



Christina Prescott, MD, PhD
Department of Ophthalmology



Kenneth Egol, MD
Department of
Orthopedic Surgery



Richard Lebowitz, MD
Department of
Otolaryngology-Head
and Neck Surgery



Sharon Calaman, MD
Department of Pediatrics



Nancy Fefferman, MD
Department of Radiology



Alex Moroz, MD, MHPE
Department of Rehabilitation
Medicine



Russell Berman, MD
Department of Surgery

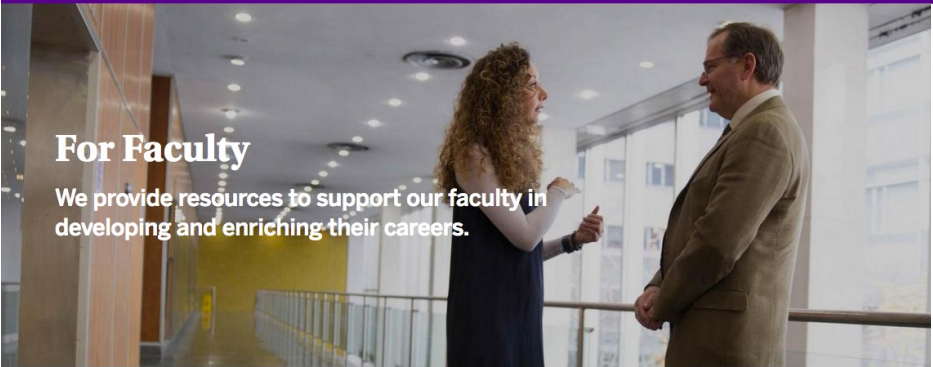


Jamie Kanofsky, MD
Department of Urology

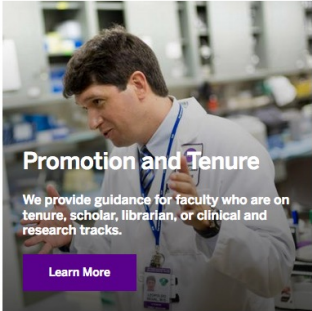
2023 Vice Chairs for Education Initiatives

- Created the GME Faculty Evaluation system
 - Pilot includes programs in Neurology, Dermatology, Medicine, OB/GYN, Pediatrics, Psychiatry, Surgery, and Orthopedics
- Standardized evaluations of faculty clinical teaching in GME
- Exploring the use of generative AI in the faculty evaluation process
- Contributing to sharing of knowledge and best practices across departments

Communication to the Community



- For Faculty
 - > Faculty Affairs
 - > Mentoring & Faculty Development
 - Policies & Resources
 - Leadership Development
 - Faculty Recognition
 - > Educator Community



Educator Spotlight 2022 Rising Educator Awardee



In this edition of the Educator Spotlight, we interviewed Jose Torres, MD, associate professor within the Department of Neurology; medical director, Clinical Documentation Excellence and Quality Improvement; director, Core Principles of Medicine (CPM), Nervous System Co-Module; and Chief, Neurology Quality Committee. Dr. Torres was awarded the 2022 Rising Educator Award from the Educator Community.

View the video highlights [here](#).
Read the full text interview [here](#).

Medical Education Events



Sponsored by NYU Grossman School of Medicine's
OFFICE OF MEDICAL EDUCATION & INSTITUTE FOR INNOVATIONS IN MEDICAL EDUCATION



2023 Education Retreat

Day 1:
Monday, June 5, 2023
1:00 - 5:00 pm

Day 2:
Tuesday, June 6, 2023
8:30 am - 12:00 pm

CME credits available.
View past event highlights [here](#).
Email questions to: educators@nyulangone.org

Provided by NYU Grossman School of Medicine



SAVE THE DATE!



Eighth Annual Medical Education Innovations & Scholarship Conference

Monday, October 23, 2023
9:00 am - 5:00 pm

Visit [here](#) for highlights of past events.

CME credits will be available.
Additional details on agenda and schedule to follow.
Email questions to: educators@nyulangone.org

Presented by the Educator Community

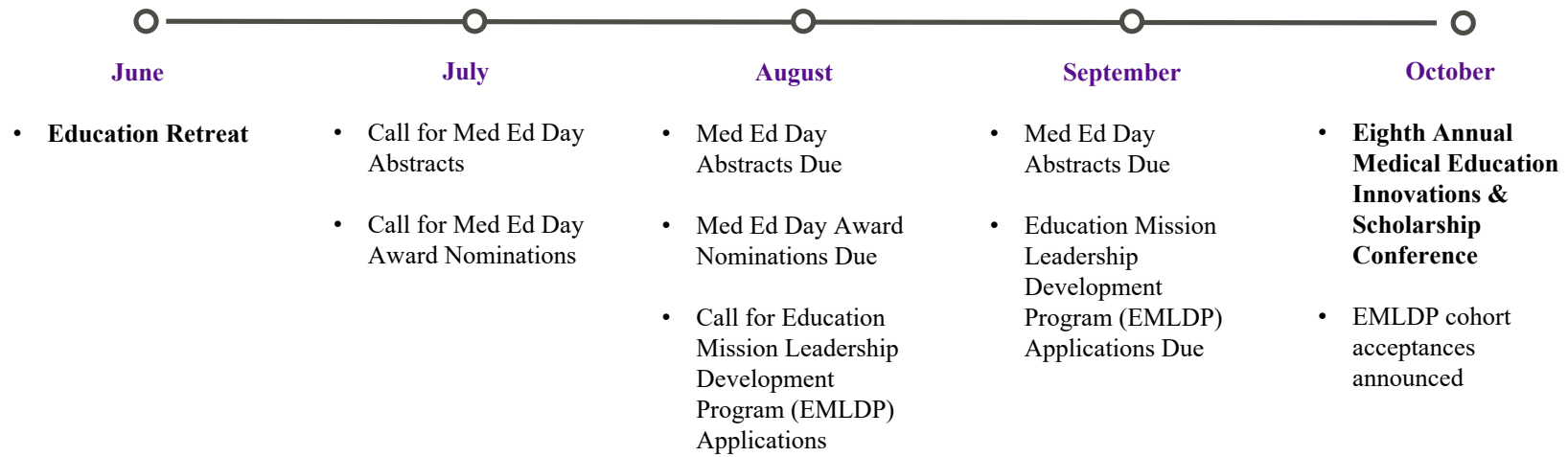


Education Mission Leadership Development Program (EMLDP)

- 2023 cohort consists of 22 participants representing 13 departments
- EMLDP provides participants with the unique opportunity to:
 - Develop their individual capabilities through reflection, action planning, feedback and small group work;
 - Accelerate advances and design programs that demonstrate impact and align with the organization’s goals using proven frameworks, stakeholder analysis and innovation theory;
 - Engage in cross-departmental networking, promote shared learning, and disseminate best practices related to their education leadership roles;
 - Access subject matter experts.
- Program session includes:
 - Leadership Assessment
 - Leadership Panel Session
 - Change Management & Maximizing Your Influence
 - Managing Stakeholders
 - Giving Feedback and Crucial Conversations
 - Coaching & Mentoring



Timeline



Questions?



Michael Poles, MD, PhD
michael.poles@nyulangone.org



Crystal Mainiero, MPA
crystal.mainiero@nyulangone.org



Lisa Ng-Zhao
lisa.ng-zhao@nyulangone.org

Website: <https://med.nyu.edu/for-faculty/educator-community>



THANK YOU

