

FACULTY MENTORING HANDBOOK

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I. Introduction

This handbook is intended to describe the mentoring programs for NYULMC faculty, outlines the responsibilities and roles of departments, departmental Mentoring Champions, mentors, and mentees, and provides suggestions and guidance for mentoring. Accordingly, the focus will be on topics pertinent to directing and encouraging the professional development and academic success of junior faculty following various career paths.

Mentoring programs positively impact individual faculty members, their departments, and the institution. Mentoring enhances the institution's ability to recruit and to retain promising faculty, and to create a nurturing and healthy environment for work and growth. Accelerated development of junior faculty can mobilize resources to meet departmental and institutional needs in the arenas of clinical service, education, research, administration, and leadership succession. Strong and successful mentoring translates into increased individual job satisfaction, a constructive atmosphere in the workplace, improved performance and productivity, and sustained professional vitality. Faculty mentoring is integral to being a world class institution; by providing individualized roadmaps to achievement and professional growth mentoring promotes the success of the institution at large.

NYULMC is committed to providing prescribed mentoring for its junior and mid-career faculty, and is therefore equally committed to aiding the development of a cadre of talented mentors. We hope this handbook will guide and promote participation in all roles in the mentoring process.

Goals and Responsibilities by Role

Role	Goals	Responsibilities
Deans	<ol style="list-style-type: none"> 1. Widespread effective faculty mentoring 2. Accountability in mentoring metrics 3. Faculty development and satisfaction 	<ol style="list-style-type: none"> 1. Provide structure and support for program implementation 2. Mandate support and involvement of chairs 3. Enforce accountability
Chair	<ol style="list-style-type: none"> 1. Mentoring for all tenure eligible, mandated junior scholar track faculty, and other interested faculty 2. Engaged faculty, with heightened career satisfaction 3. Faculty development 	<ol style="list-style-type: none"> 1. Support and work with the departmental Mentoring Champion 2. Ensure mentoring teams form & meet 3. Ensure quality & effectiveness of mentoring 4. Support & acknowledge faculty who provide mentoring
Mentoring Champion	<ol style="list-style-type: none"> 1. Support the chair, as designee, to oversee effective faculty mentoring and development programs 2. Effective & valuable mentoring for all required & interested junior faculty 3. Development of a cadre of engaged effective mentors 	<ol style="list-style-type: none"> 1. Liaise with the OMFD to design, implement, & manage a departmental mentoring program 2. Regularly meet with mentors 3. Disseminate mentoring and professional development information to the department
Mentor	<ol style="list-style-type: none"> 1. Support and guide junior faculty career advancement 2. Promote professional satisfaction 3. Foster each mentee's strengths and unique potential 	<ol style="list-style-type: none"> 1. Availability and expertise 2. Provide valuable information and guidance 3. Provide honest, meaningful feedback 4. Documentation of progress through an Annual Mentoring Letter
Mentee	<ol style="list-style-type: none"> 1. Identification and demarcation of career pathway 2. Delineation of necessary steps, activities and milestones to attain goal 3. Access to expert advice in establishing priorities and focus 	<ol style="list-style-type: none"> 1. Keep mentor(s) apprised of progress 2. Proactively arrange appropriately paced interactions 3. Meet goals and adhere to time lines 4. Accept and internalize feedback

II. Definition of a Mentor and Mentoring:

What Does It Mean to be a Mentor, and Why Be One?

The definition of a 'mentor' is a trusted counselor or guide. To mentor a junior colleague is to become involved in, and provide guidance for, the decisions that will impact on the mentee's professional development and career advancement. In addition to providing support, the mentor may ultimately assume some responsibility for the mentee's success and failure. In the broadest sense mentors help junior faculty adopt academic values and manage an academic career. The type of guidance in professional activities typically offered may include defining, narrowing, or expanding a career path, helping to establish professional liaisons, delineating research focus or a clinical niche, supporting growth as an educator, advice on procuring funding, accessing professional development resources, shepherding through the promotion and tenure process, and exploring career avenues such as in administration, education, etc.

TOP 10 CHARACTERISTICS OF A MENTOR	
Able to provide support and counsel	Motivator
Access to professional networks	Objective
Responsive	Organized
Available and accessible	Mediator / Political savvy
Role model	Liberal with feedback

Goals of Mentoring:

Successful mentoring is:

- a. *Defined by* the steady, timely progress of the mentee either as a researcher, clinician-scientist, clinician, educator, or administrator.
- b. *Gauged by* scholarly output, academic promotion, leadership positions, tenure and/or other milestones as determined by the specific career choice of the mentee.
- c. *Recognized by* satisfied, fulfilled participants.
- d. *Results in* productive faculty who have found their appropriate roles and career paths.
- e. *Measured by* the attraction and retention of top faculty to the institution.

Why Be a Mentor?

- a. Much gratification can be gained from the success of those you influence. The success of the junior person reflects on the mentor.
- b. Mentoring is an important contribution to the department and the institution.
 - i. A belief in the cause and a conviction in the power of mentoring to strengthen the faculty and to advance the mission of the department and institution is a strong incentive to mentor.
- c. It is an expectation of your Chair.
 - i. Appropriate acknowledgement of your time, effort and expertise should be assured.

- d. Mentoring allows you to influence the future of your field. Your ideals, your professional generosity, your ethics, your values, are imparted to each of your mentees and through them to subsequent generations.

III. The Mentoring Process

Establish the Mentoring Teams

- The first step is creation of mentoring teams by the Mentoring Champion, in consultation with their chair.
- Creating enduring and valuable mentoring pairings may require an understanding of what the mentee seeks from the program and the mentor. This can be achieved by utilizing a brief faculty survey, which is available in the Faculty Mentoring Toolbox, on the Office of Mentoring and Faculty Development website.
- Sometimes it is more important that the mentor and mentee have compatible styles than that they work in the same area. Incongruence in approaches (in life and work) may frustrate both parties. On the other hand, occasionally incongruent approaches provide a good balance, again potentially benefitting both parties. There is an element of ‘chemistry’ here.
- Congruence in values should be considered. For example, a driven ‘workaholic’ should not be paired with someone whose obligations and interests outside of work will result in frustrations; again, this could refer to either party.
- ‘Layered mentoring’, with mentors of divergent strengths and expertise, is very effective.
- Maintaining a degree of separation between mentoring committees and chairs is desirable, as it encourages unconstrained dialog between the committee and mentee; chairs should not serve on mentoring committees.
- Similarly, ideally the mentoring committee should not include the direct research supervisor in most cases.

Establish the Mentor/ Mentee Relationship

- Mentoring, a highly interactive process requires strong bilateral commitment to the effort. Attention should be paid to establishing the relationship on the right note.
- Initial contact should establish the style and logistics of meetings
 - Structured scheduled meetings as opposed to impromptu or casual discussion. This will depend in part on the size of your department or division and the frequency with which your paths cross
 - One-on-one meetings as opposed to ‘team’ meetings of the mentee and more than one mentor.
 - Agree on the frequency of meetings—this can change during the course of one’s career, depending on the stage and ongoing professional activities.
- Establishing the nature of the relationship may be intuitive and may evolve over time. Some mentoring relationships are purely professional; some include social and personal aspects.
 - While the relationship is established in a professional setting it is appropriate to incorporate discussions of home life and achieving balance in one’s life and career. You should know whether your mentee is married or has a partner, has children, what they enjoy doing in their leisure time, etc.
 - Some mentors are more role models than senior sages. Through demonstrated competence in dealing with the challenges of the career pathway, and proven ability to navigate the terrain, at times junior or mid-level faculty can be developed as very effective mentors.

Objectives for the Mentoring Process

- Explore career pathways and desired professional goals. It is worthwhile for the mentee to consider and write down one-year and three-year goals, once the career path is identified (see Section V).
- Identify skills to develop, desirable experiences, collaborations and connections to establish to facilitate progress along this path. Perform a ‘gap analysis’—what should the mentee do to arrive at their goal?
- Review performance criteria; be familiar with the metrics for promotion and tenure and regularly review with the mentee. Please refer to the Education and Faculty Affairs website for these criteria.
 - a. Establish timelines for deliverables and career milestones
 - Follow up on timelines
 - Mentoring may necessitate active prompting and, at times, pushing.
- Provide honest and helpful feedback on progress to the mentee. Be candid if the mentee is not ‘on track’.
 - Lapses in delivering criticism and honest critiques may be comfortable, but is not good mentoring.
- The mentor may play a role in ensuring the mentee’s productivity. This may mean ascertaining that research/academic time is adequate, that the mentee is enjoying exposure at local, national and international societies, and has opportunities to serve on committees in the department and institution. The mentor may advocate for the mentee.
- The mentor should maintain a file on mentoring progress
 - Summarize encounters, note accomplishments, note deadlines achieved and missed.
 - Submit a yearly mentoring summary letter to the mentee, to be discussed with the department chair.

Termination of a mentoring relationship

- Successful end: Mentee becomes independent and achieves goals. However, informal mentoring may persist for a lifetime.
- Also successful: Mentee establishes another mentoring relationship. Your mentee’s needs and interests may change---you have helped them achieve this insight, and should support them if they move on.
- Unsuccessful end: Incompatibility, inability to accomplish goals, lack of commitment to the relationship on either part.

IV. Guide to Mentoring According to Career Path

Mentoring junior faculty effectively will vary considerably, depending on whether they are tenure eligible or not, and according to what career path they are following, and their faculty appointment track. The expectations, guidance, and expertise of the mentor should be appropriate to the proclivities and appointment track of the mentee. The mentor of the tenure eligible candidate must have facility in the promotion and tenure process and metrics under evaluation for this track, as well as knowledge about obtaining funding, etc. The mentor of a budding clinician-educator should have insights into resources available for development in this arena.

The eight appointment tracks are:

- Three tenure eligible tracks
 - Investigator / Educator (IE)
 - Investigator Clinician / Educator (ICE)
 - Librarian tenure track
- Two nontenure eligible scholar tracks
 - Scholar Clinician Investigator / Educator (CIE)
 - Scholar Research Educator (RE)
- Two nontenure eligible clinical or research tracks
 - Clinical track
 - Research track
- One librarian non tenure eligible track

Descriptions of each track and criteria for promotion within each track are presented in detail on the Education and Faculty Affairs website, and in the document located at this website, “Revision to the Policies and Procedures for Appointment, Promotion and Tenure at the School of Medicine”, Approved May 3, 2016.

As the pathways, milestones and metrics differ it makes sense to consider mentorship for each group separately.

Mentoring On the Tenure Track

- TT Investigator / Educator (IE)
- TT Investigator Clinician / Educator (ICE)

Within both IE and ICE paths, achieving tenure is a major milestone. The process for promotion within these two and other tracks is described on the Education and Faculty Affairs website.

This is a source of invaluable information concerning the process and expectations of the institution and should be used by all mentors and mentees.

However, successful mentoring requires thought and preparation to ensure that mentees are given the information most useful to achieve success. Indeed, some mentees may choose not to pursue a career within the tenure track and these individuals will need advice just as much, if not more, than those individuals who take the more traditional route. Mentors should remember that mentoring requires more than an annual or semi-annual committee meeting to discuss the various metrics that are important to a promotion committee. Mentoring at its best relies strongly on frequent interactions that serve to provide advice on a myriad of decisions that junior faculty are faced with as they attempt to discern how to formulate career choices. Hallway conversations can be an important component of the mentoring process. Mentors can also take an active role in promoting the careers of mentees by suggesting them as speakers at meetings, editorial posts, review committees, service on NIH study sections, and the like. Mentoring can be done either by individuals or by teams.

The list below describes a number of topics on which mentors can advise when guiding mentees. This list is not comprehensive and each individual mentor should compose his or her own list.

- Progress on a research approach
- Hiring and lab organization
- Possible options for dealing with conflicts within the group, and referral to conflict management training resources, as needed (See Development Resources at NYULMC on the Human Resources website.
- Best approach to funding (foundations vs. NIH, one institute over another, early investigator vs. R01, program projects)
- Warning signs of spreading oneself too thin
- How to pick good collaborators
- How to find clinically oriented partners (or basic science partners)
- When to think about patents vs. papers and intellectual property issues in general
- How to fit in teaching; how it can enhance your research program
- How to attract graduate students
- How to find the best mix of technicians, post-docs, grad students for the team
- How to determine rank and authorship on a paper
- Ways to stay on top of integrity of research of your group
- What to think about in terms of sharing new data and reagents
- When to present at meetings
- When to say, “Yes” and when “No” to requests for your service
- What really matters for promotion and tenure.

Composition of the Mentoring Team:

The mentoring team for tenure track faculty must be composed of at least two senior faculty members, chosen for their expertise and experience. At minimum one member of the committee must be tenured, though ideally the committee is composed primarily of tenured faculty. The faculty member, under advisement of the Mentoring Champion, chair or designee, should create a team that includes at least one member of the mentee’s department. The incentive to create mentoring teams should never fall solely on the junior faculty member. Maintaining a degree of separation between mentoring committees and chairs is desirable, as it encourages unconstrained dialog between the committee and mentee; chairs should not serve on mentoring committees. Similarly, ideally the mentoring committee should not include the direct research supervisor in most cases. Team members should be complementary and able to provide scientific, professional, clinical and other career advice, including meeting metrics required for advancement on this track, taking into account the personal and career goals of the faculty member, as described in “Revision to the Policies and Procedures for Appointment, Promotion and Tenure at the School of Medicine”, Approved May 3, 2016, located on the Education and Faculty Affairs website.

Mentoring Non Tenure Eligible Faculty

- Scholar Clinician Investigator / Educator (CIE)
- Scholar Research Educator (RE)

Scholar track careers at NYULMC may either closely parallel or diverge from that of TT faculty, depending on whether the mentee is a clinician on the Clinician Investigator / Educator (CIE) track,

including the educator or administrator on the CIE track, or a scientist on the Research Educator track (RE) track.

Within the Scholar tracks faculty will have primary career focus as clinicians or researchers, but may further define their careers as educators, with scholarly work, or in leadership or administrative roles. Mentoring non TT faculty therefore requires an expanded understanding of what an academic career may entail, and those accomplishments which may contribute to an individual's success.

The early phases of mentoring will involve exploring the mentee's evolving sense of their career path. It is important to remember that promotion is a goal, but that excellent mentors are instrumental in guiding their mentees in other important ways. Mentors should guide mentees in defining their unique career path, and identifying professional goals, including, but not limited to promotion.

Scholar Clinician Investigator / Educator (CIE)

Metrics for Promotion: For the Scholar Clinician Investigator /Educator metrics for promotion in many ways parallel those of the tenure-track Investigator / Educator, but acknowledge the heavier emphasis on time spent in the clinical arena. The mainstay is clinical excellence, but will include scholarly activities, including original research, publications, and/or work in education, obtaining extramural funding, building a regional or national reputation, or in administrative service or leadership. Different phenotypes in this cohort include the Scholar Clinician Investigator, Scholar Clinician Educator, and Scholar Clinician Administrator.

Criteria for promotion are described in detail on pages 15-17 in the "Revision to the Policies and Procedures for Appointment, Promotion and Tenure at the School of Medicine" approved May 3, 2016), located on the Education and Faculty Affairs website.

Guiding the Mentee Toward Valuable Pursuits:

Early Career: Emphasis should be on developing clinical expertise, a research focus and/or a scholarly path as an educator or administrative leader. While scholarly research or educational work will often be related to the work of more senior faculty, junior faculty should be encouraged to develop their own focus in order to establish an independent reputation. Presentation of scholarly work at regional and national meetings and steady publication of this work is important. First and last-authorship indicates the faculty member's central role in their collaborative work. Publication of book chapters and reviews in the faculty member's area(s) of interest provide a useful way to begin to establish content expertise and a national reputation; senior mentors play an important role in identifying and encouraging these opportunities for junior faculty. All of these activities will help to position the faculty member to apply successfully for extramural funding from professional societies, foundations, and/or federal sources. The mentee should develop skills as a lecturer through participation in medical student and resident lectures, and involvement in departmental CME. The mentor should encourage the mentee to serve on departmental committees while also avoiding over-commitment.

Faculty on this track must establish a means to document academic accomplishments and milestones, and to highlight strengths important for promotion. Use of an academic portfolio is strongly encouraged to appropriately and adequately document excellence in teaching, administration and leadership, and

service to the School of Medicine. Mentors should ensure that junior faculty establish and maintain such a record, which could be an academic electronic portfolio or 'ePortfolio'. One such tool is now available to faculty, located on the Education and Faculty Affairs website.

Mid-Career: Ideally a strong regional and national reputation is now established, and for the clinician-scholar academic output should be focused on peer reviewed publications. Some mentees seek extramural funding, though rarely with the expectation of majority salary support, in order to continue to pursue scholarly activities in research and/or education. Participation in professional societies, especially serving on committees or election to an officer position, should be valued by the mentee as a means to further develop a national / international reputation. Reviewing for journals expands one's influence and reputation in the field, and hones skills as a researcher; if done well this may lead to a position on an editorial board. Book chapters should be produced in moderation, never allowing them to take precedent over scientific projects. Participation in departmental CME programs, and serving on the faculty of society meetings etc. will lead to invitations for grand rounds lectures and visiting professorships. Service to the School of Medicine is important, and can be demonstrated via leadership positions on departmental committees, administrative responsibilities in the department and participation in School of Medicine initiatives, programs, and committees.

Composition of the Mentoring Team:

Non tenure eligible scholar faculty may have a single mentor, but some may have teams or committees. The requisites of the mentor or mentoring team should be experience and expertise in advancing along this career path, and familiarity with the metrics for promotion. Depending on the proclivities of the mentee, personal experience to inform the process is desirable. It is important to remember that the mentor does not need to be tenured, and indeed may be at a similar faculty appointment level----what matters is their skills, experience, and expertise. If there are two or more mentors ideally they will balance each other in their strengths, skill sets, contacts, and expertise.

The Role of Mentor(s): The mentor serves as an educator, a supporter, and a facilitator, helping the mentee to identify and hold to a career path. In addition to positive reinforcement and encouragement, effective guidance may include pointing out failures in meeting milestones, and insisting on accountability for expectations. It is important, therefore, that the mentee assumes responsibility for establishing expectations of her/himself. The relationship is more effective when the mentor holds the mentee responsible for self-created expectations (See Section V.).

The Educator on the CIE Track

The clinician educator pathway on the scholar track recognizes the importance of the role of the educator in the academic construct. It affirms that scholarly contributions may not be captured by traditionally applied institutional promotion criteria, and must be considered in a context broader than publications, grants, and national reputation---the expanded criteria for consideration for promotion are described in detail on page 18 in the "Revision to the Policies and Procedures for Appointment, Promotion and Tenure at the School of Medicine", Approved May 3, 2016), located on the Education and Faculty Affairs website.

Documentation of excellence as an educator should take the form of a teaching portfolio. An Academic Electronic Portfolio or 'ePortfolio' application is now available to all faculty to highlight strengths

important for promotion on the newly revised tracks. The ePortfolio can be accessed on the Education and Faculty Affairs website.

The mentor should be familiar with aspects of the mentee's teaching, including having observed them in a teaching and lecturing situations.

Scholar Research Educator (RE)

Metrics for Promotion: For the nontenure eligible bench scientist, the metrics for promotion in many ways parallel, albeit at a lower level, those of the TT research scientist, acknowledging time spent in other arenas. While the individual's focus remains on original research, publications, obtaining extramural funding, and building a national reputation; they may also be recognized for their contributions to education of students and house staff and other service to the institution. For some research-educators this may include transition to the tenure eligible track.

Criteria for consideration for promotion are described in detail on pages 17-18 in the "Revision to the Policies and Procedures for Appointment, Promotion and Tenure at the School of Medicine", Approved May 3, 2016), located on the Education and Faculty Affairs website.

Guiding the Mentee Towards Valuable Pursuits

Early Career: Emphasis should be on developing research goals under the mentorship of a basic scientist. If possible, a basic or translational research focus should be identified. For those who seek to gain independence, a path to transition to a tenure track should be established. For those who desire to maintain collaboration with a PI and remain on the nontenure track, they must fulfill the obligations required of the project or program for which they are funded. Publications should be steadily produced and collaborative projects developed. The mentee should develop skills as a lecturer through participation in medical student lectures, house staff education if appropriate, and involvement in departmental CME. The mentor should encourage the mentee to serve on departmental and institutional committees.

Mid-Career: Ideally by mid-career, the nontenure eligible basic scientist has determined whether to transition to the tenure track with the goal of becoming an independent scientist or to remain working as a collaborator or co-investigator in their research supervisor's laboratory. The individual remaining on the nontenure eligible track should continue to contribute to obtaining funding, either through the lab head, or obtained independently of their direct research supervisor. There should be evidence of scholarly activities such as invited lectureships, abstract presentations, or serving on national committees which recognize the individual's accomplishments. The mentor of a researcher should promote and encourage the mentee to serve in leadership positions on departmental committees, as well as seek administrative responsibilities in the department and Medical Center. In addition, faculty on this track must meet the required teaching obligations.

Composition of Mentoring Team

The requisites of the mentor or mentoring team should be expertise in advancing along this career path, and familiarity with the metrics for promotion. Depending on the proclivities of the mentee, personal experience to inform the process is desirable. It is important to remember that the mentor does not need to be tenured, and indeed may be at the same faculty appointment----an experienced Assistant Professor

can mentor another at the same level---what matters is their skills and expertise. If a mentoring team is formed the members ideally will balance each other in their strengths, skill sets, contacts, and expertise. Ideally the mentor should not be the direct research supervisor.

Role of Mentor(s): The mentor serves as a source of information and guidance, a supporter, and a facilitator, helping the mentee to identify and hold to a career path. Effective guidance may include pointing out failures in meeting milestones, and insisting on accountability for expectations. It is important, therefore, that the mentee assumes responsibility for establishing these expectations. The relationship is most effective when the mentor encourages the mentee to create self-imposed expectations.

V. Role and Responsibilities of the Mentee

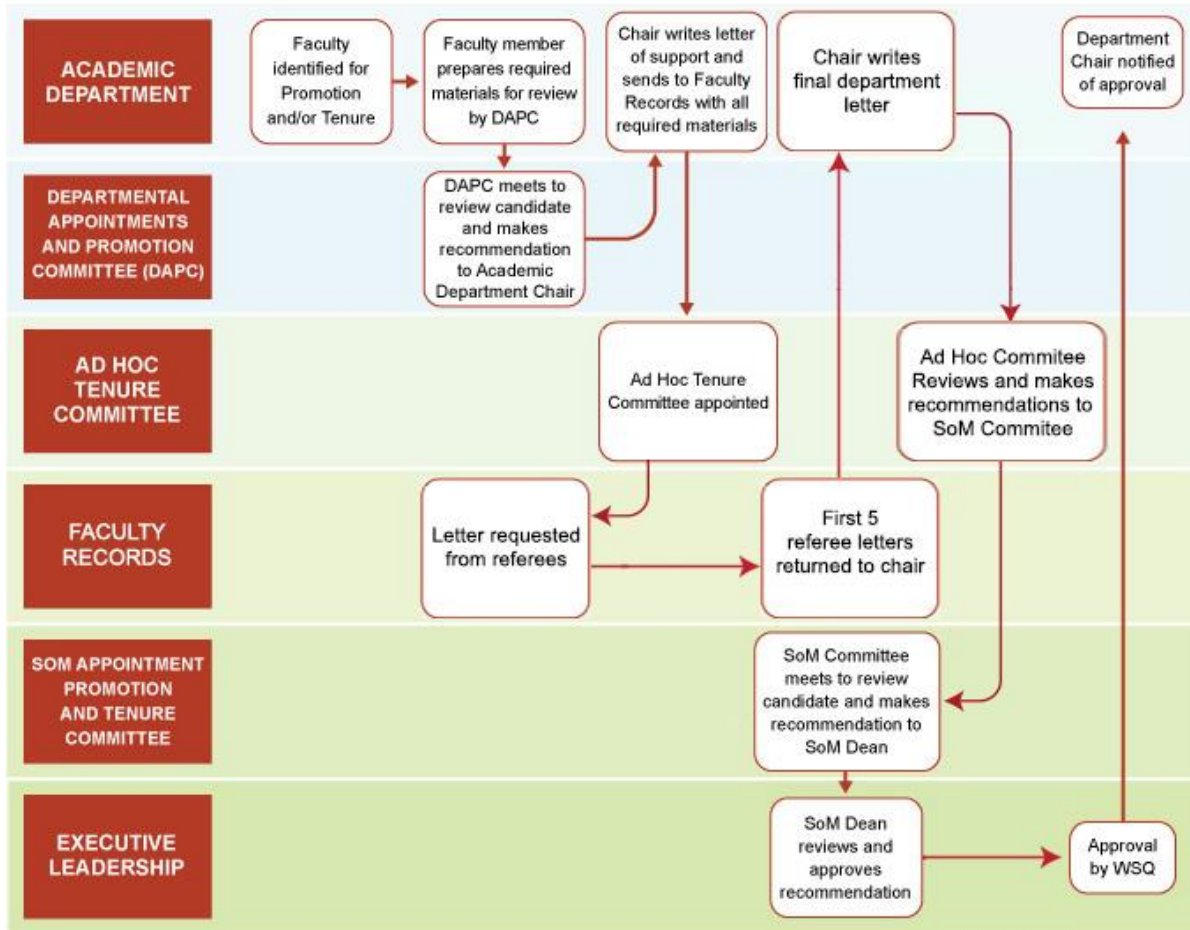
- Set expectations for yourself and your mentor, and discuss these early in the relationship. The process will be more productive, with less chance for disappointment, if both parties agree on goals and expectations from the start.
 - Many people assemble a ‘layered’ team of mentors, or over the course of a career have serial mentors. Don’t have unrealistic expectations of any single relationship.
 - Prior to your first meeting with your mentor, write down the limited number of things you would like to achieve through mentoring.
 - Write down the things that concern you most about meeting with your mentor.
 - Establish comfortable boundaries for the mentor-mentee relationship. Sometimes mentoring is ‘strictly business’; other times it may veer into personal, and work/life balance conversations. Your mentor should follow your leads in this.
- Write down three things about yourself that might impede you being able to make the most of the mentoring opportunity.
- Prepare a brief statement based on the above lists that you can share with your mentor before you first meet. Be sure to include your own vision, mission, or life goals. (This will serve as a valuable nidus to drafting a future ‘Personal Statement’)
- Be respectful of time by making the most of it. It is safe to assume that your mentor is over-scheduled, and thus busy. After agreeing on the frequency of meetings, the initiative is yours to make the appointments. You should schedule *ad hoc* meetings when you need immediate advice, but excessive ‘add on’ meetings should be avoided. Make sure each meeting is necessary and productive.
- Remember not all mentors have highly honed skills - be forgiving and honest if something isn’t going well. It may be desirable to change the composition of your mentoring team if you feel that you are not receiving optimal counsel; this should be discussed with your departmental Mentoring Champion.
- The focus of most successful mentoring is mutual learning. Feel free to explore what you have to offer the mentor.
- The fundamental nature of the relationship is collaboration. Your shared goal is nurturing your professional development.
- A sense of humor and a sense of enjoyment of your time together are essential as well. Mentors love mentoring those who love what they are doing even if they are anxious and overwhelmed.
- Terminating a mentoring relationship or switching to a different mentor are not signs of failure. Recognizing your changing needs and finding a respectful way to meet your learning goals are one of the keys to successful executive mentoring be diplomatic when changing your team composition; your Mentoring Champion can offer you guidance.

- Be grateful, express thanks for the time and effort and expertise your mentor has voluntarily extended to help you in your career.

VI. Overview of the Promotion Process

- When the time is appropriate, as determined by the mentor, mentee, and/or Chair, the candidate is presented for consideration by the Departmental Appointments and Promotion Committee (DAPC)
- The required materials, including the CV and an optional cover letter composed by the candidate/mentor(s) is submitted for review by the DAPC
- The materials are reviewed by the DAPC, which then submits a letter of recommendation to the Chair
- If the Chair supports a positive recommendation, the Chair writes a support letter to the Dean.
- The Office of Faculty Records solicits materials for the promotion packet from the candidate.
- When the packet is complete it goes for review at the School of Medicine Appointments, Promotions and Tenure (APT) Committee
- If candidate is up for tenure, an Ad Hoc Tenure Review Committee is appointed and independently reviews the application; if supported, a letter is submitted to the School of Medicine APT Committee. The timeline for tenure decisions can be reviewed on the Education and Faculty Affairs website.
- If on the Scholar track there is no Ad Hoc Tenure Review.
- The Dean reviews and approves or denies the decision. If supported, it is sent to Washington Square for approval
- The Office of Faculty Records informs the Chair of the decision.

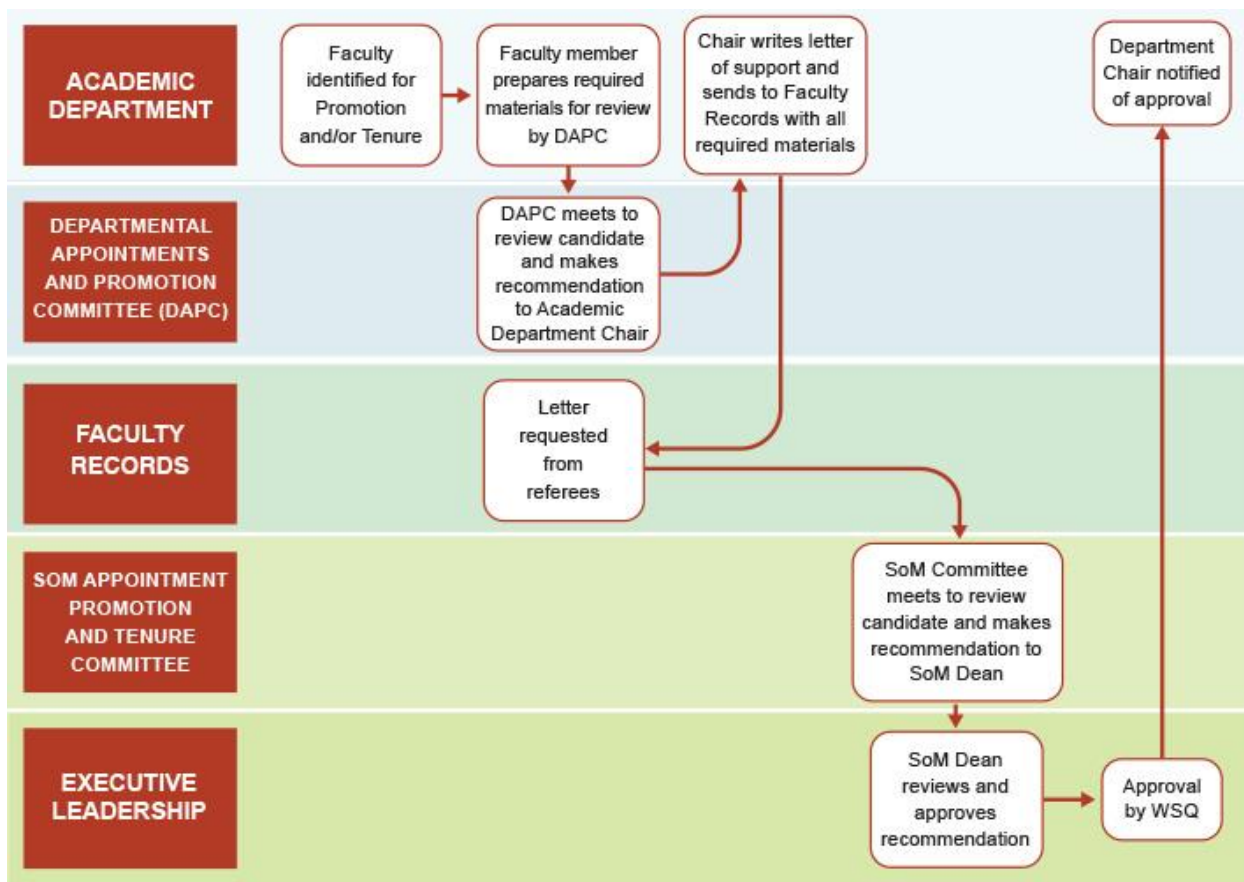
The promotion process is described in detail in the Simplified Guide to the Appointments and Promotion Process, located on the Education and Faculty Affairs website, and is outlined in the below charts



Promotion Process for Tenure Eligible Faculty:

Note: The Ad Hoc Tenure Committee meets only if the application is for tenure.

It does not meet if the application is only for promotion.



Promotion process for nontenure eligible Scholar track faculty

VII. Conclusion

Faculty mentoring is increasingly critical to success and career satisfaction in academic medicine, and is also a valuable means to develop the next generation of leaders in the field. The deans and department chairs at NYULMC support and actively promote faculty mentoring, recognizing it as integral to a world class academic medical center. It is hoped that this handbook, and related resources in ‘The Mentoring Toolbox’, will encourage participation in mentoring programs across the institution, and will enhance the quality and effectiveness of mentoring.