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., Associate Dean for Education, Faculty and Academic Affairs
Georgeann McGuinness, M.D., Associate Dean for Mentoring and Professional Development
Michael Poles, Assistant Dean of Medical Education for the Pre-clinical Sciences, 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/
Promotion & Tenure Presentation Guides & Documents

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

- Simplified Guide to the Appointments, Promotions, and Tenure Processes at NYU School of Medicine (Kerberos ID and password required)
- 2017 Annual Junior Faculty Presentation
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
Faculty tracks
# NYU School of Medicine Faculty

<table>
<thead>
<tr>
<th></th>
<th>TEN - ELG</th>
<th>TEN</th>
<th>NEL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLINICAL</td>
<td>50</td>
<td>239</td>
<td>5511</td>
<td>5800</td>
</tr>
<tr>
<td>BASIC SCIENCE</td>
<td>38</td>
<td>94</td>
<td>264</td>
<td>396</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88</td>
<td>333</td>
<td>5775</td>
<td>6,196</td>
</tr>
</tbody>
</table>

- 88 faculty on the tenure track:
  - 62 I/E
  - 24 IC/E
  - 2 Library

- 949 faculty on scholar track:
  - 818 CI/E
  - 125 R/E
  - 6 Library

NYU School of Medicine Faculty

NYU Langone Health

DC 08/20/2019
Summary of promotion and tenure 2015, 2016, 2017

Awarding of tenure:
• 24 appointments with tenure, success rate of 100%
• 36 candidates for tenure, 4 denials, success rate of 89%

Promotion on tenure track:
• 100% success rate ap to AP
• 13 candidates for AP to P: 4 denials, success rate of 69%

Promotion on scholar track:
• 87 candidates for ap to AP, success rate of 90%
• 31 candidates for AP to P, success rate of 90%

Promotion on clinical/research track
• 143 candidates for ap to AP, success rate of 100%
• 29 candidates for AP to P, success rate of 100%

Departmental Appointment and Promotions committee (DPAC)
SOM Appointment and Promotions Committee
## Promotion Tracks

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

DC 08/20/2019
## Promotion and Appointment

<table>
<thead>
<tr>
<th>Tenure track (Clinical or Research)¹</th>
<th>Scholar (Clinical or Research)²</th>
<th>Clinical or Research³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustained record of peer-reviewed NIH funding</td>
<td>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</td>
<td>Promotion on basis of clinical excellence or research performance</td>
</tr>
<tr>
<td>National &amp; international reputation</td>
<td>For clinicians, besides clinical excellence, makes significant contributions to other missions including scholarship, education, or leadership For educators/education leaders, recognition as an educator, evaluations by residents/students, mentorship, development of curriculum, web-based modules, assessment tools, simulations; may have scholarly publications</td>
<td>For clinicians, primary role is provision of clinical care. May teach, within Artman parameters and/or GME training.</td>
</tr>
<tr>
<td>Research effort sufficient to support independent long term funding; may include research in education</td>
<td>For researchers, 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</td>
<td>For researchers, 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</td>
</tr>
<tr>
<td>Consider placing clinician researchers on CIE track, with transfer if successful</td>
<td>Examples: Translational researchers, Key educators, Residency program directors, Vice chairs, Core directors</td>
<td>Examples: Primarily clinicians Non independent researchers</td>
</tr>
</tbody>
</table>

¹ tenure tracks, formerly ICE or IE; ² non-tenure tracks, formerly CIE/RE now designated as scholar; ³ non-tenure tracks, part time appointment tracks but now designated by clinical/research track
Criteria for Promotion and Tenure for Faculty on the Tenure Track
# 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 a 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
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Faculty member establishes mentoring committee, which includes two tenured faculty at the Associate or Professor level and at least one tenured faculty member from the same department as the mentee.</td>
</tr>
<tr>
<td>3</td>
<td>Faculty member establishes an Academic Portfolio (ePortfolio).</td>
</tr>
<tr>
<td>4-5</td>
<td>Faculty member convenes annual mentoring committee meeting and receives annual mentoring committee reports.</td>
</tr>
<tr>
<td>6</td>
<td>Faculty member has annual mentoring committee meeting and receives annual mentoring committee report.</td>
</tr>
<tr>
<td>7-8</td>
<td>Faculty member has annual mentoring committee meeting and receives annual mentoring committee report.</td>
</tr>
<tr>
<td>9</td>
<td>Faculty member should begin discussions with Chair regarding promotion and tenure process in the beginning of September of 9th year of service.</td>
</tr>
</tbody>
</table>

Year 3* (3rd Year Review)
- Faculty member has annual mentoring committee meeting and receives annual mentoring committee report.
- 3rd Year Review involves a preliminary review by the DAPC of the faculty member's progress towards promotion and tenure. Guidelines for how to prepare can be found at Steps to Prepare for the 3rd and 6th Year Review.

Year 6* (6th Year Review)
- Faculty member has annual mentoring committee meeting and receives annual mentoring committee report.
- 6th Year Review includes a review of the faculty member's progress towards promotion and tenure. At this time, the appropriate academic track is determined by the end of the year. Guidelines as to how to prepare can be found at Steps to Prepare for the 3rd and 6th Year Review.

Formal review by Chair/DAPC on progress towards tenure.

Formal review by Chair/DAPC. If likelihood of tenure is poor, discussion with faculty re: change of track.
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
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)

<table>
<thead>
<tr>
<th>Excellence in academic translational research (50/50)</th>
<th>Excellence in Teaching (Educators)</th>
<th>Excellence in Clinical Care (Clinicians)</th>
<th>Excellence in Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing investigator in scientific or educational research that aids in grant funding for the institution with publication of major peer-reviewed papers</td>
<td>Teaching portfolio</td>
<td>Election to distinguished medical societies</td>
<td>Contributions to education administration</td>
</tr>
<tr>
<td>Invitations to lecture at national and international meetings</td>
<td>Exceptional mentorship and training of students</td>
<td>Leadership in professional societies</td>
<td>Distinguished service as program, course or clinical service director</td>
</tr>
<tr>
<td>Grants reviewer or membership on editorial boards</td>
<td>Teaching awards</td>
<td>Invitations to lecture at national and international meetings</td>
<td>Service on hospital or school committees</td>
</tr>
<tr>
<td>Supervision of research trainees</td>
<td>Leadership in medical student or resident programs</td>
<td>Development of new clinical treatments or concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of innovative curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DC 08/20/2019
CRITERIA FOR PROMOTION ON 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
Research and Teaching Expectations
Research Expectations (AEC 2.0)

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 (>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](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

Electronic Faculty Assessments 2019

**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
Faculty Mentoring at NYULMC
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
- An 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?

- 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’ and what isn’t
- Direction towards an efficient & strategic approach to building a professional portfolio
- Strategic projection forward to the 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 in 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 and Responsibilities

### Mentee

<table>
<thead>
<tr>
<th>Goals</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and demarcate career pathway</td>
<td>1. Keep mentor(s) apprised of progress</td>
</tr>
<tr>
<td>2. Delineate steps, activities &amp; milestones necessary to attain goal</td>
<td>2. Proactively arrange appropriately paced interactions</td>
</tr>
<tr>
<td>3. Obtain expert advice in priorities and focus</td>
<td>3. Meet agreed upon goals &amp; deadlines</td>
</tr>
<tr>
<td>4. <strong>Career success</strong></td>
<td>4. Accept and internalize feedback</td>
</tr>
<tr>
<td></td>
<td>5. <strong>Appreciation</strong></td>
</tr>
</tbody>
</table>

### Mentors

<table>
<thead>
<tr>
<th>Goals</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guide junior faculty career progress</td>
<td>1. Availability &amp; expertise</td>
</tr>
<tr>
<td>2. Promote professional satisfaction</td>
<td>2. Assist in setting &amp; keeping goals</td>
</tr>
<tr>
<td>3. Foster mentee’s strengths &amp; unique potential</td>
<td>3. Documentation of progress</td>
</tr>
<tr>
<td>4. Define career path &amp; professional role</td>
<td>4. <strong>Provide honest, meaningful feedback</strong></td>
</tr>
<tr>
<td>5. <strong>Inspire</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 and online materials for mentors and mentees
- Guidance in developing a cadre of mentors

https://med.nyu.edu/for-faculty/mentoring-faculty-development
FOR FACULTY

Mentoring & Faculty Development

NYU School of Medicine’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.

https://med.nyu.edu/for-faculty/mentoring-faculty-development
Faculty Development: Who Has Input

- **Mentoring Team**
  - Mentoring Champions
  - Mentors
  - Section & Division Chiefs

- **Chair**
  - Department Chair and/or Institute Director

- **Department Appointments & Promotion Committee (DAPC)**
  - Promotion applications
  - 3-year & 6-year tenure reviews
  - Tenure applications

- **Faculty Member**

**Mentoring Team**

**Chair**

**DAPC**

**Faculty Member**
Departmental Mentoring Champions

- Identified, charged, & supported by Chairs
- To assess need
- Implement, provide oversight & monitor effectiveness of departmental mentoring programs
- To identify & develop a pool of appropriate mentors
- Participate in institutional mentoring initiatives
Mentoring Champions

Levon Capan  
Anesthesiology

Erika Bach  
Biochemistry & Molecular Pharmacology

Ralph Mosca  
Cardiothoracic Surgery

E. Lyn Wilson  
Cell Biology (NTT)

Steve Burden  
Cell Biology (TT)

Alan Schlechter  
Child & Adolescent Psychiatry Clinical

Sally Horwitz  
Child & Adolescent Psychiatry Research

Nicholas Soter  
Dermatology

Tim Roberts*  
Ehrman Medical Library

Kristin Carmody  
Emergency Medicine

George Thurston  
Environmental 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

Siobhan Kehoe  
OB/GYN

Assumpta Madu  
Ophthalmology
Mentoring Champions

Thorsten Kirsch
Orthopedic Surgery

Susan Waltzman
Otolaryngology

Aylin Simsir
Pathology
Clinical

Jane Skok
Pathology
Research

Arthur H. Fierman
Pediatrics

Mark Philips
Perlmutter Cancer Center

David T. Chiu
Plastic Surgery

Mark D. Schwartz
Population Health

Mary Anne Badaracco
Psychiatry
Clinical

Naomi Simon
Psychiatry
Research

Peter B. Schiff
Radiation Oncology

Georgeann McGuinness
Radiology

Alex Moroz
Rehab Medicine

Mark Hochberg
Surgery

Amber Guth
Surgery

Ellen Shapiro
Urology

David Fenyo
Institute for Systems Genetics

Aravinda Chakravarti
Center for Human Genetics & Genomics

DC 08/20/2019
## Required Mentoring: TE, Scholar Researchers & Educators & NH Awardees

<table>
<thead>
<tr>
<th>Tenure Tracks: IE ICE</th>
<th>Criteria</th>
<th>Mentoring Required</th>
<th>Letter Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure Eligible</td>
<td></td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

| NIH Awardees          | Not otherwise captured | YES | YES |

### Scholar Tracks:

<table>
<thead>
<tr>
<th>CIE RE</th>
<th>Criteria</th>
<th>Mentoring Required</th>
<th>Letter Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Researchers:</strong></td>
<td></td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Meets Criteria</td>
<td>Clinical or Basic Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asst. Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp;=gt;25% Research Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair Option</td>
<td></td>
<td>As per chair</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educators:</th>
<th>Criteria</th>
<th>Mentoring Required</th>
<th>Letter Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Criteria</td>
<td>Clinical or Basic Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asst. Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp;=gt;15% Education Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair Option</td>
<td></td>
<td>As per chair</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

For example:
- Clinical or Basic Science
- Asst. or Assoc. Professor
- Role in Education

DC 08/20/2019
Overview: Mentoring TT Faculty

- Mentoring team of at least one tenured faculty

- Minimum 2 meetings / year
  - At least one 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
Conclusion

Mentoring is integral to the success of world class academic medical centers

Mentoring is integral to the success of world class faculty

An effective mentoring program benefits you & your team:

- Providing a nurturing work environment
- Advancing professional growth & achievement
- Accelerating the promotion / tenure timeline
- Increasing career satisfaction of mentors and mentees
- Developing the next generation of leaders
Educator Community
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
- Sackler Institute
- Program for Medical Education Innovations & Research (PrMEIR)
- Masters in Health Professions Education (MHPE) Program
- New York Simulation Center (NYSIM)
Our goal is to inspire and support the faculty that lead and advance the education mission at NYU 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.
Who the Community Includes

• Over 550 members in the listserv
• Targeted towards current and aspiring education leaders in UME, GME, and faculty development
  • If you are a program or module director, APD, etc - this means you!
  • If you have interest in curricular innovation, evaluation, assessment, program leadership and/or educational scholarship, you should be involved!
Medical Education Events

Fourth Annual Medical Education Innovations & Scholarship Day

SAVE THE DATE!
Wednesday, November 20, 2019
9AM - 5PM
550 First Avenue
New York, NY 10016

Eighth Annual Education Retreat
A Continuum Approach to Educational Transitions

Date: Tuesday, June 11, 2019
Time: 8:00 am - 3:00 pm
Place: Armenian Church 630 2nd Ave, NY, NY 10016

Presented by the NYU School of Medicine

For questions, email educators@nyulangone.org.
The Inaugural Medical Education Innovations and Scholarship Day Session Videos and Highlights Now Available

On November 16, 2016, faculty, students, residents and staff had the opportunity to hear, learn from, and connect with each other around the topic of medical education. It was a chance to celebrate shared accomplishments and recognize the achievements of NYU School of Medicine’s outstanding educators.

This year’s inaugural event included over fifty oral and poster presentations and demos highlighting the inspiring projects occurring across the institution in undergraduate, graduate, continuing medical education and faculty development.

Explore the highlights below or visit our website.
Timeline

June
- Education Retreat
- Subway Summit

July
- Call for Award Nominations

August
- Award Nominations Due August 30

September
- Medical Education Grand Rounds
- Med Ed Day Abstracts Due September 6
- Call for Education Mission Leadership Development Program (EMLDP) Applications
- Faculty Development: VR in Medical Education

October
- Fourth Annual Med Ed Day with special guest Daniel Kahneman

November

DC 08/20/2019
Questions?

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

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THANK YOU