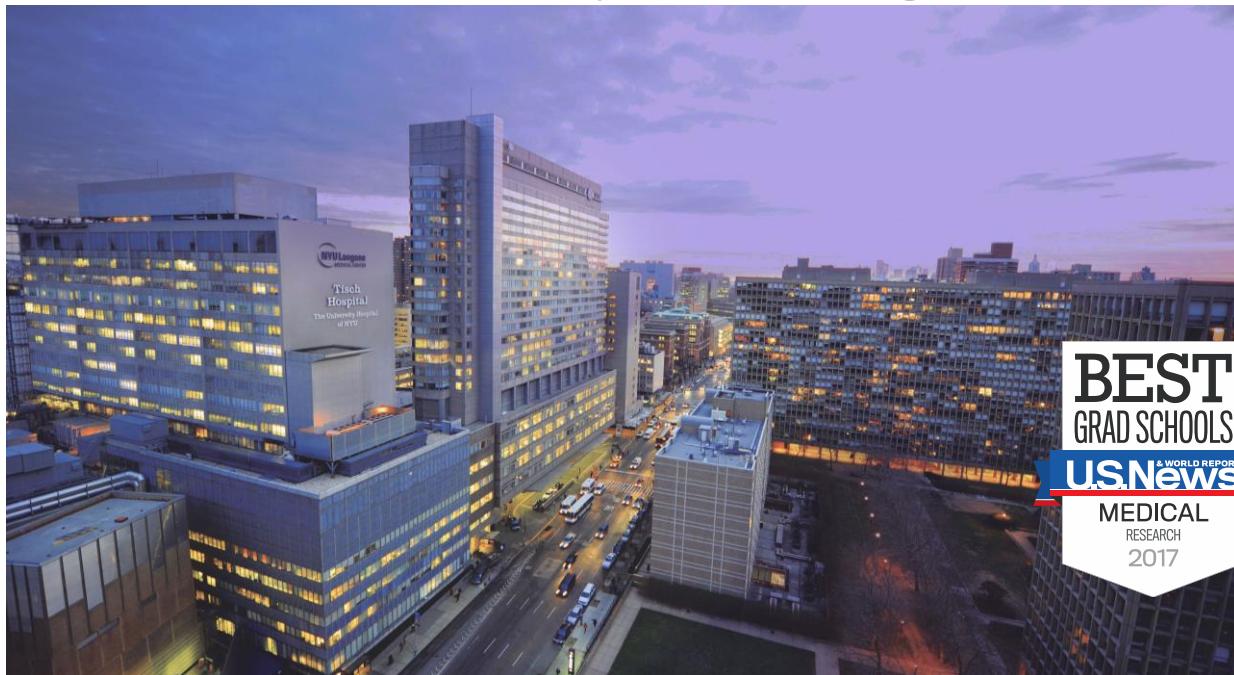


Junior Faculty Meeting



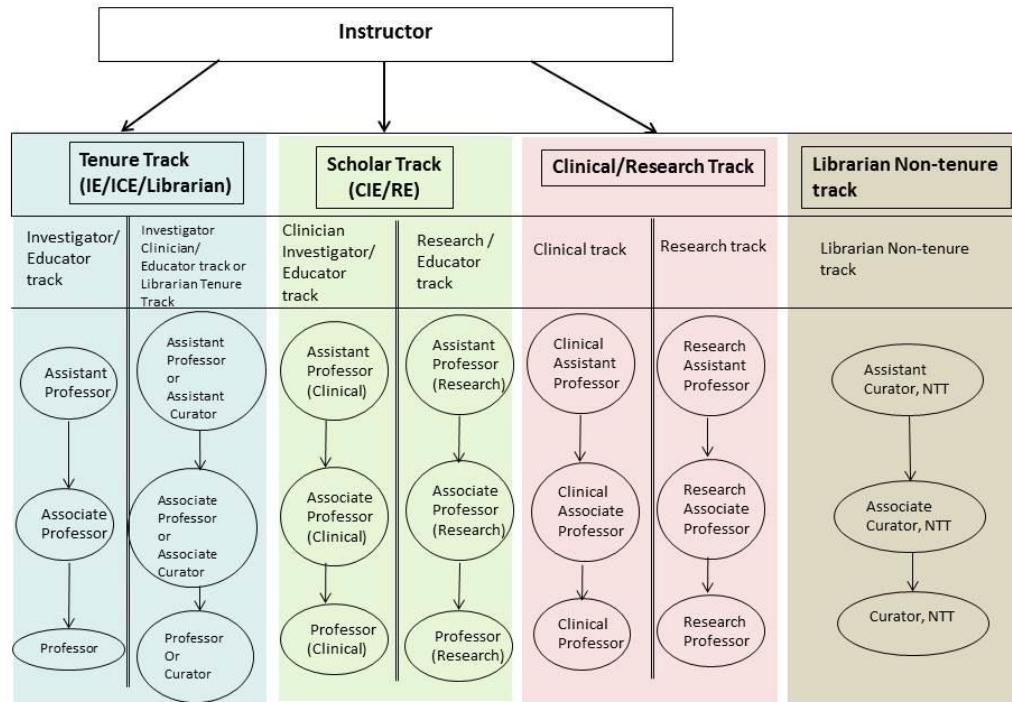
Education, Faculty and Academic Affairs Leadership

- 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
- Alan Frey, PhD, Director of Basic Science Mentoring
- Michael Poles, Director, Community of Educators
- Kirk Lawson, MBA, Senior Administrator, EFAA

- 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
(CI/E,R/E,Clinical,Research)
- Mentoring
- Community of Educators

Faculty tracks

Faculty Titles at NYU School of Medicine



NYU School of Medicine Faculty

	TEN - ELG	TEN	NEL	TOTAL
CLINICAL	61	221	5,520	5,802
BASIC SCIENCE	52	117	375	544
TOTAL	113	338	5,895	6,346

113 faculty on the
tenure track:
• 71 I/E
• 38 IC/E
• 4 Library

1030 faculty on scholar track:
• 896 CI/E
• 128 R/E
• 6 Library

Summary of Promotion and Tenure

9/1/14 - 8/31/15

Awarding of tenure: 100 % success rate
Promotion: 95% success rate

9/1/15 - 8/31/16

Awarding of tenure: 100 % success rate
Promotion: 93% success rate

**Revision to the Policies and Procedures for
Appointment, Promotion and Tenure at the School of Medicine
(Revised May 2016)**

- Non –tenure track pathway for library faculty added in 2013 revised policy
- Faculty tracks named to reflect phenotypes

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	<p>Promotion on basis of Clinical or research excellence AND</p> <p>Education/Education Leadership Or Administrative leadership Or Scholarship</p> <p>Makes substantial contributions to the academic mission of the school</p>	Promotion on basis of clinical excellence or research performance
National & international reputation	<p><u>For clinicians</u>, besides clinical excellence, makes significant contributions to other missions including scholarship, education, or leadership</p> <p><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</p>	<p><u>For clinicians</u>, primary role is provision of clinical care. May teach, within Artman parameters and/or GME training.</p>
Research effort sufficient to support independent long term funding; may include research in education	<p><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</p>	<p><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</p>
Consider placing clinician researchers on CIE track, with transfer if successful	<p>Examples: Translational researchers, Key educators, Residency program directors, Vice chairs, Core directors</p>	<p>Examples: Primarily clinicians Non independent researchers</p>

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

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

Third- and Sixth-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



Years 1-2

- 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.
- Faculty member establishes an [Academic Portfolio \(ePortfolio\)](#).
- Faculty member convenes annual mentoring committee meeting and receives annual mentoring committee reports.

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](#).

Years 4-5

- Faculty member has annual mentoring committee meetings and receives annual mentoring committee reports.

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](#).

Years 7-8

- Faculty member has annual mentoring committee meeting and receives annual mentoring committee reports.

Year 9

- Faculty member should begin discussions with Chair regarding promotion and tenure process in the beginning of September of 9th year of service.

Formal review by Chair/DAPC on progress towards tenure

Formal review by Chair/DAPC. If likelihood of tenure is poor, discussion with

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)

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

Clinician

Academic achievement including scholarship and teaching

Focus on Clinical activities

Reputation as a clinical expert

Leadership roles related to area of clinical expertise

Development of new clinical treatments or concepts

Didactic teaching with learner evaluations

Scholarship to include peer-reviewed clinical publications related to clinical care, safety, quality, patient protocol/guideline development

Election to distinguished medical societies with leadership roles

Leadership in professional societies

Invitations to lecture at national and international meetings

Serves as ad-hoc reviewer or editorial board member for clinical journals

Serves on hospital and school committees related to clinical expertise

Educator

Focus on educational activities

Educators take a scholarly approach to teaching including development of new curricula, assessment models or innovative teaching programs. This may or may not be reflected by peer-reviewed publications but evaluations are needed for determination of quality and quantity of teaching

Development of educational curriculum including new curricula, web based modules, simulation, assessment tools, educational policy

Didactic teaching with learner evaluations to demonstrate effectiveness of teaching programs

Mentorship including number of mentees, publications and evaluations from mentees

Administrative roles with evaluations of programs

Invitations to speak about education

Funding to conduct educational research

Teaching and/or mentoring awards

Such evidence, which should be documented in an academic portfolio, could include **distinguished leadership** of a medical school course, residency or fellowship program. The individual should demonstrate of a **high level of commitment to the teaching mission above and beyond** what is expected from the average faculty member.

Researcher

Focus on research

Serving as a collaborating investigator that aids in obtaining or renewing grant funding for the institution

Grants reviewer at the national or regional level

Facilitating enrollment of patients in clinical trials

Providing tissue specimens for biorepositories

Providing clinical input and direction for applications of basic science research

Oversight of a research core

Evidence of scholarly activity through peer reviewed publications of results of observations

Member of editorial board or peer reviewer for scientific journals

Invited lecturer or visiting professorship

Invited presenter at national or regional meetings

Member of national consensus panel or consultant to externally funded not-for-profit organization

Role in planning sessions of professional scientific societies

Contributing to the supervision of translational and clinical research trainees

Distinguished service as a program or course director related to research

Service on hospital or school committees



CRITERIA FOR PROMOTION ON CLINICAL OR RESEARCH TRACKS

Clinical /Research tracks

- Promotion on basis of excellence in clinical service
- Fulfils 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

Performance Standards for Research Faculty (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. The process for evaluating research faculty involves multiple steps and engagement of the faculty, Chairs, and the Dean's Office.

- Basic and clinical science departments
- Minimum of 60% of *research salary* supported on extramural funds
- Policy on Performance Expectations for Research Faculty:
http://webdoc.nyumc.org/nyumc/files/efaa/attachments/policyonPerformanceExpectationsforResearchFaculty_FINAL.pdf

Research Incentives

89 faculty members from 20 different departments and institutes to the Dean's List. Faculty named to the Dean's List will receive a research incentive based on criteria recommended by the Academic Excellence Commission (AEC).

The total amount of funds that will be distributed to support their research is **\$1,787,876**

Financial incentive awards—ranging from \$5,000 to \$110,153 to eligible faculty members

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
http://webdoc.nyumc.org/nyumc_d6/files/faculty/Policy_on_Expectations_Regarding_Teaching_revised_6.13.pdf

Faculty Governance

The Faculty Council:

- voice of the faculty
- composed of faculty members who are elected by their departments and faculty senators who are elected from the entire faculty
- subdivided into committees that consider all matters that impact faculty
- meetings are biweekly