



Expectations Regarding Teaching

Minimum Teaching Requirements

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

Full-Time Faculty

Every full time member (regardless of track and level appointment) is expected to spend at least 50 hours per year in teaching, if requested by the Department Chair. Each faculty member should be prepared to direct a minimum of 10 of those annual hours to the teaching of medical students in formal courses.

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

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

Newly appointed faculty members (especially at the level of instructor or assistant professor) should be encouraged to participate in teaching activities upon initial appointment. However, newly appointed

faculty members, at the discretion of their Departmental Chair, may be given a grace period of up to three years during which their teaching expectations would be less than 50 hours per year. Teaching expectations for such an initial period and for the subsequent career must be explicitly stated at the time of the initial appointment.

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

Part-Time faculty

Part-time faculty are expected to spend at least 20 hours per year in teaching. Fulfillment of this requirement is necessary for retaining a faculty appointment and hence, admitting privileges within the hospitals of NYU Langone Health.

The minimum of 20 hours per year represents a guideline for the entire NYU Grossman Long Island School of Medicine. Due to the very large size of the Part-Time Clinical Faculty, it is recognized that not every faculty member may be asked to contribute the minimum of 20 hours every year. On the other hand, some part-time faculty members may volunteer more than 20 hours per year.

Scope of Teaching Activities for which Teaching Credit is Awarded

Basic Sciences

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

1. Teaching in the medical school or graduate school curriculum

- a. Directing a course (curriculum development and organization/administration; included scheduling, attending lectures, office hours for students, preparing and grading exams, monitoring student progress.)
- b. Organizing and directing a section of a course or a small group conference.
- c. Formal lectures. Preparing time for a new or substantially modified version of a lecture is significant and should be considered by the department as satisfying part of the teaching requirement. At the discretion of the department chairman, additional hours beyond the direct contact hours may be credited preparation time. As a guideline, it is suggested that up to twenty hours preparation time be credited for an entirely new lecture and up to ten hours for a significant revision.
- d. Running a laboratory for a laboratory-based course or session (preparation of laboratory materials and/or giving a lecture)
- e. Leading discussion groups or case studies
- f. Participation in small group discussion/conference/case studies
- g. Preparation of exam questions and grading problem-based essay exams
- h. Evaluating student presentations
- i. Overseeing and attending student seminars
- j. Overseeing and participating in journal clubs
- k. Leading review sessions
- l. Mentoring that is scheduled by the medical school to clinical department. (e.g. Clinical Scholar program, assigned student advisors); formally scheduled meetings with students may be credited as teaching hours.

2. Development of new teaching materials

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

3. Development, organization and direction of a course study

- a. Developing a new course offering
- b. Writing training grants
- c. Developing, improving and evaluating curriculum
- d. Participation in student advisory meetings
- e. Scheduling (formal) mentoring of students
- f. Organizing student lecture series

- g. Organizing lectures by outside speakers, if part of formal course instruction
- h. Overseeing thesis committee meetings
- i. Mentoring any student with extra needs

4. Supervising research training students

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

5. Participation on qualification and thesis committee

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

6. Student advisory and thesis committees

- a. Participating In regularly scheduled committee meetings

7. Teaching in faculty development programs

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

Clinical Sciences

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

1. Teaching in the medical school curriculum

- a. Leadership

- i. Course or clerkship leadership
 - ii. Curriculum development that is requested by the medical school or clinical department.
- b. Formal lectures to students in the medical school. Preparation time for a new or substantially modified version of a lecture is significant and should be considered by the department as satisfying part of the teaching requirement. At the discretion of the department chairman, additional hours beyond the direct contact hours may be credited for preparation time. As a guideline, it is suggested that up to twenty hours preparation time be credited for an entirely new lecture and up to ten hours for a significant revision.
- c. Leading seminars, conferences, journal clubs, or physical diagnosis sessions involving students in the medical school
- d. Teaching Attending for medical students on a clinical service
- e. Scheduled teaching sessions with premedical students that are organized by the medical school (e.g. summer program)
- f. Supervising medical students in outpatient settings
- g. Scheduled teaching of medical students occurring during procedures
- h. Participation in small group discussion/conference sessions/case studies
- i. Mentoring that is scheduled by the medical school or clinical department (e.g., Clinical Scholars program, assigned student advisors); formally scheduled meetings with students may be credited as teaching hours
- j. Development of, or participation in, objective structured clinical examinations (OSCEs)

2. Teaching in residency programs

- a. Leadership
 - i. Directorship or associate directorship of residency training program
 - ii. New curriculum development in residency program that is required by ACGME or the clinical department
- b. Lecturing to residents
- c. Leading scheduled seminars, conferences, journal clubs, or “morning report” sessions involving residents
- d. Teaching rounds with residents, including teaching residents at the bedsides
- e. Supervising residents in outpatient settings
- f. Scheduled teaching of residents occurring during procedures
- g. Mentoring that is scheduled by the clinical department for residents; formally scheduling meetings with residents may be credited as teaching hours

- h. Evaluating resident knowledge, skills, and attitudes (e.g. written evaluations, OSCEs, other observations of residents taking histories and performing physical examinations)

3. Teaching in subspecialty fellowship programs

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

4. Development of new teaching materials

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

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

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

6. Supervising research training

- a. Research training and supervision of summer undergraduate students in the summer undergraduate programs

- b. Giving a lecture for the summer programs
- c. Scheduled research training of medical students, residents or fellows

7. Participation on qualification and thesis committees

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

8. Student advisory and thesis committee

- a. Participating in regularly scheduled committee meetings

9. Teaching in faculty development programs

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

Maintaining a Record of Teaching Activities

Teaching record

Every faculty member is expected to maintain a record of his/her teaching activities that may be reviewed with the member by the Department Chair. Information describing the teaching activity, type of student(s) taught and the number of hours spent in each teaching activity should be recorded and updated at his/her convenience, but at least once a year, to maintain the full record of teaching.