



MOUNT SINAI
SCHOOL OF
MEDICINE

NEW YORK

MOUNT SINAI SCHOOL OF MEDICINE



SELF-STUDY DESIGN

June 2009

Prepared for the Middle States Commission on Higher Education

MOUNT SINAI SCHOOL OF MEDICINE SELF-STUDY DESIGN

I. INTRODUCTION

Mount Sinai School of Medicine of New York University (MSSM) graduated its 40th class in May, 2009. Conceived as an academic partner to the venerable Mount Sinai Hospital (MSH) and renowned for clinical and scientific expertise and academic achievement, MSSM and MSH together comprise The Mount Sinai Medical Center (MSMC). A multifaceted mission of excellence in education, research, patient care and service has built MSSM into one of the world's leading institutions for medical and scientific training.

MSSM offers degree-granting programs at the doctoral and masters levels. Full-time enrollment for academic year 2008-09 included 504 students in the Doctor of Medicine (M.D.) program, 184 doctoral students and 169 master's students. In addition to the degree granting programs, the School also provides postgraduate research and clinical training opportunities, as well as continuing medical education courses. Our programs are highly competitive and attract outstanding students.

From its inception through 1997, MSSM maintained an academic affiliation with City University of New York. In 1998, in parallel with a clinical alliance between MSH and New York University Hospitals Center, MSSM forged an academic affiliation with New York University (NYU). Although connected to NYU through an affiliation agreement, MSSM functions autonomously, setting its own educational agenda, developing its own curricula and evaluating its own programs. MSSM faculty are recruited, appointed and promoted in accordance with the standards and policies of our

own institution. MSSM finances and infrastructure are totally separate from NYU's, and MSSM has a separate Board of Trustees. Educational, scientific and clinical collaborations between MSSM and NYU are limited. The sole area in which there is some integration involves library resources.

On May 7, 2007 the MSSM Board of Trustees approved a resolution to dissolve the academic affiliation relationship between MSSM and NYU, and to establish MSSM as an independent degree-granting institution without a university affiliation. The MSSM-NYU relationship remains cordial, with the leadership of both schools committed to working together to effect an orderly termination of the academic affiliation agreement.

Obtaining institutional accreditation separate from NYU is essential to establishing independent status for MSSM; also required for separation is the re-registration of our programs with the New York State Department of Education and the approval of a charter amendment recognizing MSSM as a free-standing institution and changing the school's name. In November 2008, MSSM was granted Candidacy Status by the Middle States Commission on Higher Education (MSCHE). We are now embarking on a Self-Study as the next step towards initial institutional accreditation from MSCHE.

As a Candidate institution, MSSM is required to use MSCHE's Comprehensive Self-Study Model. We will undertake an in-depth analysis of our programs, processes, people and infrastructure in order to evaluate our success in addressing all of the MSCHE standards.¹

¹ Standards 12 & 13 are not relevant to our School and therefore will not be included in the Self-Study.

The Self-Study Steering Committee and work groups will rely heavily on existing documentation to review, analyze, and evaluate our performance. Our recently completed Self-Assessment for MSCHE provides an excellent foundation for beginning the Self-Study – the information assembled and the questions raised in that preliminary process will assist in the evidence-based analysis that will be central to the Self-Study. MSSM will also draw on our experience having undertaken self-studies for the Liaison Committee on Medical Education, the Council on Education for Public Health and the American Board of Genetic Counseling (which accredit our M.D., M.P.H. and M.S. in Genetics Counseling programs, respectively) to structure and carry out the MSCHE Self-Study. Further, we will rely on quantitative and qualitative reports describing our institution that we periodically submit to external agencies and various constituencies.

II. INTENDED OUTCOMES OF THE SELF-STUDY

Periodic self-evaluation is essential to the health and growth of every academic institution. Mount Sinai's faculty, students and administration are united in our commitment to use the MSCHE Self-Study as an opportunity to critique our performance and identify opportunities for improvement. We fully believe that gaining a better understanding of our strengths and weaknesses, particularly within the context of our mission and our vision for the future, will strengthen our ability to approach critical challenges effectively. Specific goals that we have identified for this Self-Study include:

- Sensitizing the entire MSSM community to issues that are important to all of us, and to opportunities which will enhance the excellence of our academic programs

- Identifying institutional strengths and weaknesses relative to each accreditation standard and then using this information to formulate recommendations for improvement where appropriate
- Understanding the inter-relationships of our mission, planning and evaluation processes, and programs in order to gauge institutional effectiveness
- Providing MSCHE with the information and analysis necessary to grant initial accreditation to MSSM

III. ORGANIZATIONAL STRUCTURE OF THE SELF-STUDY

A. Steering Committee

A Self-Study Steering Committee has been appointed by Dean Dennis Charney. The Steering Committee is comprised of representative academic and administrative leaders from the M.D. program, the Graduate School of Biological Sciences, central administration and the Board of Trustees.

Following correspondence describing the overall Self-Study process and extending invitations of membership, the Dean convened an initial meeting of the Steering Committee. He welcomed members, emphasized the importance of the Self-Study and outlined expectations. Consistent with MSCHE requirements, Dr. Charney explained that consideration of the MSSM mission must be a driving force for deliberations of both the Steering Committee and the work groups. He further explained that as an institution seeking initial accreditation from MSCHE, we must follow MSCHE's Comprehensive design model and broadly address all MSCHE standards.

Dr. Charney formally charged the Steering Committee with:

- Identifying the key issues to be examined in the Self-Study
- Developing the structure for the Self-Study design, including:
 - Establishing work groups organized around specific issues/concerns and/or MSCHE standards
 - Developing research questions that each work group will address
 - Ensuring that all MSCHE standards will be addressed by the work groups
 - Creating an administrative structure to provide each work group with adequate support to conduct their research/analysis and write their reports
 - Creating a timetable for the Self-Study
- Monitoring work group progress on an on-going basis
- Serving as a resource to work group Chairs for advice, assistance and support
- Assessing work group preliminary reports to ensure that the research questions outlined for the Self-Study are addressed
- Facilitating communication within MSSM about the process and products of the Self-Study
- Coordinating the work group reports to create a single, cohesive, meaningful Self-Study document
- Arranging the institution-wide review of the Self-Study
- Overseeing completion of the final Self-Study report
- Overseeing the site visit by the MSCHE review team
- Responding to site visit report

The Steering Committee membership is provided as Appendix A. The Committee will be co-Chaired by the Dean for Medical Education and the Dean for the Graduate School of Biological Sciences in order to guarantee that broad attention is paid to all of our academic programs. The Steering Committee will meet every other month throughout the Self-Study.

B. Work Groups

The Steering Committee has authorized the creation of five work groups organized around the MSCHE standards. Work group Chairs are all faculty members selected for their roles and functions within MSSM and their knowledge of the areas of focus. Each Chair is paired with a co-Chair who has targeted administrative expertise relevant to the work group.

Work group Chairs or co-Chairs will convene and lead meetings, facilitate communication among members, and oversee preparation of interim and final reports of their groups. A snapshot of the groups and the standards that each will address is presented below. In addition, Appendix B contains a complete list of the leadership and membership of the work groups.

Work Group	Standard Addressed (Standard #)
Mission and Governance	<ul style="list-style-type: none"> • Mission and Goals (#1) • Leadership and Governance (#4) • Administration (#5) • Integrity (#6)
Planning and Resources	<ul style="list-style-type: none"> • Planning, Resource Allocation and Institutional Renewal (#2) • Institutional Resources (#3) • Institutional Assessment (#7)
Faculty Effectiveness and Support	<ul style="list-style-type: none"> • Faculty (#10)

Student Education and Services	<ul style="list-style-type: none"> • Student Admissions and Retention (#8) • Student Support Services (#9) • Educational Offerings (#11)
Assessment of Student Learning	<ul style="list-style-type: none"> • Assessment of Student Learning (#14) • Institutional Assessment (#7)

While the central focus of each work group will be to evaluate MSSM within the context of the assigned standards, as appropriate the groups will have the latitude to consider other areas of relevance. Each group will be required to provide evidence of MSSM fulfillment of the MSCHE standards and develop recommendations based upon their review.

Members have been appointed with the intent of creating broadly representative membership, assuring that all School constituencies have a voice in the process. A wide range of interests and perspectives is essential to a productive Self-Study, and the membership is intended to reflect the rich diversity within the School. In order to allow the faculty sufficient time to devote to the Self-Study process, the Department Chairs have been notified of their faculty’s appointment. Participation is universally perceived as an important service to the School, and departmental leadership have expressed enormous support for having their faculty participate.

In addition to the set membership, work groups may invite faculty, administrators and students to attend specific meetings as “consultants” in order to add a special perspective or expertise to the deliberations.

C. Administrative Support for the Self-Study

The scope and importance of the Self-Study demand that an adequate administrative structure is in place to enable both the Steering Committee and the work groups to do their work, and to adhere to the timetable laid out for the Self-Study. Towards this end, a support team from the Dean's Office has been assembled. This group, which will be overseen by Associate Deans Phyllis Schnepf and Leslie Schneier (who will both serve on the Steering Committee and will co-Chair various work groups), will include both staff analysts and administrative support staff. The responsibilities of the support team will include facilitating communication between the Steering Committee and the work groups, coordinating meetings, assembling and distributing data and documents, and serving as an overall resource to the Self-Study. As the study progresses, additional staff can be brought into the process as needs dictate.

The Self-Study Design document will be distributed to all Steering Committee and work group members for reference and guidance.

D. Communication

Broad communication will be essential to a successful Self-Study. Multiple vehicles for communication will be utilized, including:

- MSSM Dean – The Dean will be apprised of the progress of the Self-Study on a regular basis in several ways, including:
 - Weekly reports from Associate Deans Schneier and Schnepf at the Dean's Operations Committee meetings
 - Monthly reports to the Dean's standing Faculty Affairs Focus Group
 - Ad hoc updates as necessary or requested

- MSSM Leadership – MSSM Chairs and Directors will be informed of the Self-Study progress at their regularly scheduled group meetings with the Dean. In addition, the Dean may send e-mail updates at critical junctures during the process.
- Faculty and Administrators - Some Chairs will serve on the Steering Committee or in work groups, and will be able to relay information to their departments about the progress of their particular group. The Faculty Council will receive updates of the Self-Study process. The Dean will periodically send blast e-mail updates to the faculty informing them of the process.
- Students – Drs. Muller and Morrison, the Deans of the M.D. program and the Graduate School, respectively, will update students on the Self-Study. Additionally, Mr. Thomas Hayes, President of the Student Council, is serving in a work group and will be able to update the Council regularly.
- Trustees – The Medical Education and Graduate School Subcommittees of the Board will receive periodic updates on the Self-Study. As both Board of Trustee Subcommittee Chairs are members of the Self-Study Steering Committee and another trustee is a member of one of the work groups, there will be ample opportunities for additional communication with the Board.

The mssm.edu website will be an important resource for disseminating information about the Self-Study so that any member of the MSSM community can familiarize him/herself with the process and our progress. The presence of this information on our website will be communicated broadly. In addition, draft reports will be posted on our

website for review and comment by the entire MSSM community. This will become particularly critical once the work group reports are assembled into a single document.

IV. CHARGES TO WORK GROUPS

Each work group will be charged with examining specific research questions that have been developed around the MSCHE standards. An important responsibility of the work group Chairs will be to encourage free expression of interests, concerns and perspectives, and then to reach consensus on issues so that cohesive and valuable recommendations can be made.

Following is a summary of the focus of each work group, a synopsis of the relevant MSCHE standards, and the key research questions that each group will address.

A. Mission and Governance Work Group

Charge:

The Mission and Governance Work Group will explore the relationship of our institutional mission to our governance and administrative structures, and the ways in which they ensure that we meet our goals efficiently, effectively, and ethically.

MSCHE Standards to be Addressed:

Standard 1: Mission and Goals. The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the

participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 4: Leadership and Governance. The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration. The institution's administrative structure and services facilitate learning and research/scholarship, foster the improvement of quality, and support the institution's organization and governance.

Standard 6: Integrity. In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Research Questions for the Mission and Governance Work Group:

1. **Mission:** How do we know that our multi-faceted mission is being fulfilled? What evidence is there and how can we assess that evidence? Is the interconnectedness of the components of our mission conducive to the furtherance of our educational goals?

2. **Governance:** Have the governance changes made during the past five years enhanced our ability to carry out our mission? If yes, how? If not, why not, and how can we improve?
3. **Integrity:** What are some of major initiatives undertaken in the past few years to create an environment of personal and professional integrity in our educational, research and clinical programs?

B. Planning and Resources Work Group

Charge:

The Planning and Resources Work Group will assess how institutional planning drives MSSM decision-making and resource allocation to enable the institution to meet its strategic goals.

MSCHE Standards to be Addressed:

Standard 2: Planning, Resource Allocation, and Institutional Renewal. An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources. The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 7: Institutional Assessment. The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals, implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services, demonstrating institutional integrity and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Research Questions for the Planning and Resources Work Group:

1. **Planning:** How does the MSSM Strategic Plan drive the direction of the School's programs and processes? How do we evaluate the effectiveness of the plan in terms of fulfilling our mission and meeting our goals?
2. **Resource Allocation:** What methods are used to determine resource allocation at the institutional and departmental levels? How do we evaluate the effectiveness of resource allocation?
3. **Institutional Assessment:** What are the key mechanisms for evaluating the overall performance of the school to ensure that we a) satisfy our mission; b) remain fiscally sound; c) can continue to provide an educational environment that promotes excellence? How can we do better? Are there particular areas on which we should focus improvement efforts?

C. Faculty Effectiveness and Support Work Group

Charge:

The Faculty Effectiveness and Support work group will determine how effectively the institution recruits, utilizes, assesses and supports its faculty, and will evaluate the extent to which the faculty and other qualified professionals are able to support the school's programs and assure the delivery of a high quality, educational experience.

MSCHE Standards to be Addressed:

Standard 10: Faculty. The institution's instructional, research, and service programs are devised, developed, monitored and supported by qualified professionals.

Research Questions for the Faculty Effectiveness and Support Work Group:

1. **Faculty Development:** How has the school addressed faculty development over the past 5 years? What has been the impact? What are areas needing improvement? Are development opportunities available to all levels and categories of faculty?
2. **Appointments and Promotions Process:** Have the changes in the Appointment and Promotions criteria/process, e.g., expansion of the clinical track to include educators, enhanced opportunities for faculty advancement consistent with our strategic goals? If yes, how? If not, how can we improve?

D. Student Education and Services Work Group

Charge:

The Student Education and Services Work Group will conduct a review of the admission policies, procedures, student support services, and relevant educational activities in light of how these services work within the institution to best meet our stated educational goals.

MSCHE Standards to be Addressed:

Standard 8: Student Admissions. This institution seeks to admit students whose interests, goals and abilities are congruent with its mission.

Standard 9: Student Support Services. The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Standard 11: Educational Offerings. The institution's educational offerings display academic content, rigor and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Research Questions for the Student Education and Services Work Group:

1. **Student Admission and Retention:** What are the criteria for assessing whether review of admissions policies is effective? Are changes in the process needed?
2. **Educational Offerings:** Are the School's educational goals sufficiently clear and realistic? Are they consistent with our mission? How have the dual degree

- programs supported our educational goals and are they enhancing the educational offerings for our students?
3. **Educational Offerings:** Has the incorporation of the Master's Programs, which have been historically housed in their respective academic departments, into the Graduate School furthered our strategic goals? Have the programs and the Graduate School benefitted? How should we continue to promote and support our Master's programs and how should we consider further expansion?
 4. **Student Support Services:** How has the creation of an Enrollment Services area aligned with the existing Student Services area? How do the two differ? Where do they overlap? How are the students and the institution benefiting from the expansion and institutionalization of services?
 5. **Student Support Services:** What changes in provision of student support services have been implemented over the past five years? What, if any, benefits have they brought to the educational experience at Mount Sinai?
 6. **Student Support Services:** Is MSSM successful in providing financial assistance to students and do our current policies relate to the future growth of the school in terms meeting future growth, both in enrollment/class size and in the addition of new programs?

E. Assessment of Student Learning Work Group

Charge:

The Assessment of Student Learning Work Group will address how Mount Sinai School of Medicine assesses both its specific student learning goals and its broader institutional

effectiveness. This work group will review the institutional assessment processes, evaluate the effectiveness of the assessment processes and determine whether outcomes are in line with our institutional mission, goals and objectives.

MSCHE Standards to Be Addressed:

Standard 7: Institutional Assessment. The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals, implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services, demonstrating institutional integrity and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Standard 14: Assessment of Student Learning. Assessment of student learning demonstrates that the institution's students have the knowledge, skills and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.

Research Questions for the Assessment of Student Learning Work Group:

1. **Program Assessment:** Are assessments of student learning of adequate quality? Do they yield direct evidence that is clear, tangible, convincing, and purposefully relates to the program's key learning outcomes? Do they have results that are sufficiently accurate and truthful that they can be used with confidence to make decisions?

2. **Program Assessment:** Can we assure our students are competent at applying their knowledge and skills to transition successfully into the workforce (residency, post-doctoral position or job)?
3. **Program Assessment:** Do our programs continue to align with our mission and do they foster scholastic rigor, analytic thinking and the ability to analyze complex systems or problems? Have we prepared our students to seek, analyze and apply new scientific discoveries into their practices and research and use this information to educate patients, colleagues, staff, and future scientists?
4. **Program Assessment:** Are our graduates able to partner across disciplines and work effectively as team members?
5. **Program Assessment:** How do we assure our graduates' actions and behaviors adhere to the ethical principles and values of our institution and profession?

F. Guidelines for Work Group Research and Reporting

The end product for each group will be a report that includes:

- A brief description of the charge to the work group and the research questions explored by the work group
- Description of how the charge was carried out, e.g., discussion method/style; additional research conducted; meeting frequency; designation of sub-groups to address specific topics; assignment of specific tasks
- Identification of strengths and weaknesses, particularly as they relate to the MSCHE standards. The description must include document-based evidence that led to these assessments. Data analyses conducted by the work group can be included.

The due date for the work group reports will be December 31, 2009. A template will be provided to facilitate preparation of the individual reports. At the mid-point between initiation of the Self-Study and submission of the work group report, each work group Chair must submit a progress report to the Steering Committee. This report will summarize:

- How the work group undertook its research questions
- Key data sources used by work group
- Plan for completion of final report

Work group Co-Chairs will verbally report at each Steering Committee on progress of the five work groups.

V. INVENTORY OF SUPPORT DOCUMENTS

Voluminous quantitative and qualitative information will be made available to Self-Study participants. A preliminary inventory of significant documents is provided as Appendix C. We anticipate that the list of support documents will expand as the work groups delve into their research questions.

VI. ORGANIZATION OF SELF-STUDY REPORT

The organization of the Self-Study report has been structured to follow the logical flow of the work being undertaken by each study group and to best present the analysis and subsequent recommendations which will come from the study.

Executive Summary

- A brief description of our findings and subsequent recommendations
- The Eligibility Certification Statement

Introduction

- A brief overview of Mount Sinai School of Medicine
- Description of the Self-Study process

Report from each of our five research areas

- A heading addressing the research area and appropriate standards contained within
- Description of types of expertise that work group members brought to the deliberations, e.g., financial, admissions/enrollment
- Outline of what was studied and demonstration of compliance with each standard within our research area
- Discussion of the analysis for each research area, including references to the appropriate standards within that area
- A brief discussion of the appropriate connections between the analysis of each study group material referenced in other parts of the report
- Recommendations garnered from the analysis

Conclusion

- Summary of the major conclusions and recommendations
- Institutional challenges and next steps

References

Appendices

VII. EDITORIAL SYTLE AND FORMAT FOR REPORTS

All work group reports as well as the combined Self-Study report will be completed on standard 8 ½” x 11” paper, with upper and lower margins of 1” and side margins of 1.25”. Please use Times New Roman, 12 font, with double spacing and no indentation at beginning of paragraph. Degrees will be presented with periods, e.g., M.D. rather than MD should be used.

A template will be provided for the work group reports to facilitate uniformity of submissions. Each work group will have a lead editor familiar with the template and responsible for adhering to the established guidelines.

VIII. TIMELINE FOR SELF-STUDY

- | | |
|---------------------------|---|
| April 2009 | - Steering Committee Chairs appointed |
| May/June 2009 | - Steering Committee appointed |
| | - Steering Committee develops Self-Study Design |
| | - Work groups appointed |
| | - Self-Study design submitted to Middle States |
| July 2009 | - Preliminary visit from Middle States Liaison |
| July 2009 – February 2010 | - Work groups deliberate |
| | - Work groups submit interim reports to Steering
Committee |

	- Work groups submit reports to Steering Committee
	- Community input solicited
	- Self Study Report drafted
February 2010	- MSSM BOT reviews the Draft Self Study Report
	- Draft Self Study Report submitted to Middle States
March 2010	- Chair site visit
January 2010 – May 2010	- Self Study Report finalized
May 2010	- Final report submitted to Middle States
July 2010	- Middle States Site Team Visit

IX. PROFILE OF VISITING EVALUATION TEAM

In seeking to disaffiliate from New York University and function as a free-standing institution, MSSM joins a small group of medical schools that are not part of a university. As a result, there is a relatively small pool of similar institutions from which to draw for purposes of assembling a peer group for the Self-Study site visit. Nevertheless, we share many characteristics in common with university-affiliated medical schools, and feel that the following attributes will be important in site visitors regardless of whether or not they hail from an independent school:

- Site team members should have experience with medical schools and/or graduate schools with a heavy emphasis on the biological sciences.
- Site team members should have experience with higher education institutions which place a strong emphasis on academic research.
- At least one site team member should have a strong financial background/perspective.

APPENDIX A
STEERING COMMITTEE MEMBERSHIP

John H. Morrison, Ph.D. (Co-Chair) - Dean of the Graduate School of Biological Sciences and Dean of Basic Sciences

David Muller, M.D. (Co-Chair) - Dean for Medical Education; Chair of Medical Education

Kelly A. Brennan, Ph.D. - Director, Enrollment Services and Student Information

Erica S. Friedman, M.D. - Associate Professor of Medical Education; Associate Dean for Undergraduate Medical Education

Donald J. Gogel - Trustee, Mount Sinai School of Medicine

Basil G. Hanss, Ph.D. - Associate Professor of Medicine; Co-Director, Summer Undergraduate Research Education Program; Physiology Course Director, M.D. Program

Stephen T. Harvey, C.P.A., M.B.A. - Senior Vice President for Finance

James J. Manfredi, Ph.D. - Associate Professor of Oncological Sciences

Robin Neustein - Trustee, Mount Sinai School of Medicine

David L. Reich, M.D. - Professor and Chair of Anesthesiology

Mary (Miki) R. Rifkin, Ph.D. - Associate Professor of Medical Education; Associate Dean of the Graduate School of Biological Sciences; Director, MS Program in Biomedical Sciences

Leslie E. Schneier, M.B.A., M.P.H. - Associate Dean for Faculty Affairs and Administration

Phyllis A. Schnepf, M.S. - Associate Dean for Education and Translational Research Operations

APPENDIX B WORK GROUP MEMBERSHIP

Mission and Governance Work Group

Mary E. Klotman, M.D. (Chair) - Professor of Medicine; Co-Director, Emerging Pathogens Institute

Leslie E. Schneier, M.B.A., M.P.H. (Co-Chair) - Associate Dean for Faculty Affairs and Administration

Mark W. Babyatsky, M.D. - Associate Professor of Medicine

Burton P. Drayer, M.D. - Professor and Chair of Radiology

Elizabeth G. Herries, J.D. - Senior Associate General Counsel

Jeffery T. Laitman, Ph.D. - Distinguished Professor of Medical Education; Anatomy Course Director, M.D. Program; President of Faculty Council

Charles V. Mobbs, Ph.D. - Professor of Neuroscience and Professor of Geriatrics and Adult Development

Frederick J. Suchy, M.D. - Professor and Chair of Pediatrics

Savio L.C. Woo, Ph.D. - Professor and Chair of Gene and Cell Medicine

Student (TBD)

Planning and Resources Work Group

Hugh A. Sampson, M.D. (Chair) - Professor of Pediatrics; Dean for Translational Biomedical Research

Leslie E. Schneier, M.B.A., M.P.H. (Co-Chair) - Associate Dean for Faculty Affairs and Administration

Stephen T. Harvey, C.P.A., M.B.A. - Senior Vice President for Finance

Rama S. Iyengar, M.B.A. - Associate Dean for Planning and Resource Management

Srinivas (Ravi) Iyengar, Ph.D. - Professor and Chair of Pharmacology and Systems Therapeutics

Douglas Jabs, M.D. - Professor and Chair of Ophthalmology

Paul Klotman, M.D. - Professor and Chair of Medicine

Sergio Lira, M.D., Ph.D. - Professor of Medicine; Co-Director, Immunology Institute

Reginald W. Miller, D.V.M. - Associate Professor and Director of Center for Comparative Medicine and Surgery; Associate Dean for Research Resources; Chief Integrity Officer

Lynn Kasner Morgan, M.L.S. - Associate Dean for Information Resources

Jeffery S. Silberstein, M.B.A. - Executive Vice President Administrative Affairs and Chief Administrative Officer; Dean for Operations

Faculty Effectiveness and Support Work Group

Lisa M. Satlin, M.D. (Chair) - Professor of Pediatrics; Director, M.D./Ph.D. Program; Associate Dean for Graduate Education in Translational Research

Phyllis A. Schnepf, M.S. (Co-Chair) - Associate Dean for Education and Translational Research Operations

Lakshmi A. Devi, Ph.D. - Professor of Pharmacology and Systems Therapeutics; Associate Dean for Academic Enhancement and Mentoring

Scott L. Friedman, M.D. - Professor of Medicine

Peter M. Gliatto, M.D. - Associate Professor of Medicine; Internal Medicine Clerkship Director and Co-Chair of Competencies Committee, M.D. Program

Basil G. Hanss, Ph.D. - Associate Professor of Medicine; Co-Director, Summer Undergraduate Research Education Program; Physiology Course Director, M.D. Program

Yasmin Hurd, Ph.D. - Professor of Psychiatry and Professor of Pharmacology and Systems Therapeutics

Sandra K. Masur, Ph.D. - Professor of Ophthalmology; Director, Office of Women's Careers

Thomas M. Moran, Ph.D. - Professor of Microbiology; Co-Director, Microbiology Multidisciplinary Training Area, Ph.D. Program; Microbiology Associate Course Director, M.D. Program

Leslie E. Schneier, M.B.A., M.P.H. - Associate Dean for Faculty Affairs and Administration

Student (TBD)

Student Education and Services Work Group

Mary (Miki) R. Rifkin, Ph.D. (Chair) - Associate Professor of Medical Education; Associate Dean of the Graduate School of Biological Sciences; Director, MS Program in Biomedical Sciences

Suzanne Rose, M.D., M.S.ED (Chair) - Professor of Medical Education; Associate Dean for Academic and Student Affairs and Associate Dean for Continuing Medical Education

Kelly A. Brennan, Ph.D. (Co-Chair) - Director, Enrollment Services and Student Information

Stuart A. Aaronson, M.D. - Professor and Chair of Oncological Sciences; Chair, Graduate School Steering Committee

Gary C. Butts, M.D. - Associate Professor of Medical Education; Associate Dean for Diversity Programs and Policy

Alan C. Carver, M.D. - Assistant Professor of Neurology; Assistant Dean for Admissions

Robert Friedman - Trustee, Mount Sinai School of Medicine

Thomas Hays - Student (M.D./Ph.D. Program)

Valerie Parkas, M.D. - Associate Professor of Medicine; Course Director , Arts and Science of Medicine, M.D. Program; Director of Longitudinal Clinical Experience

Lily Recanati, M.P.A. - Administrator, Graduate School of Biological Sciences

Michelle L. Sainte - Assistant Dean for Academic Administration

Jedd B. Sereysky - Student (M.D./Ph.D. Program)

Lello Tesema - Student (M.D. Program)

Assessment of Student Learning Work Group

Erica S. Friedman, M.D. (Chair) - Associate Professor of Medical Education; Associate Dean for Undergraduate Medical Education

Phyllis A. Schnepf, M.S. (Co-Chair) - Associate Dean for Education and Translational Research Operations

Margaret H. Baron, M.D., Ph.D. - Professor of Medicine

Stephen Dickson - Student (MSBS)

Reena Karani, M.D. - Assistant Professor of Geriatrics and Adult Development; Geriatrics Clerkship Director and Director of Clinical Curriculum Assessment, M.D. Program

Azelea Kim - Student (M.D. Program)

Mary (Miki) R. Rifkin, Ph.D. - Associate Professor of Medical Education; Associate Dean of the Graduate School of Biological Sciences; Director, MS Program in Biomedical Sciences

Stephen Salton, M.D., Ph.D. - Associate Professor of Neuroscience; Co-Director, Neuroscience Multidisciplinary Training Area, Ph.D. Program

Emily J. Senay, M.D., M.P.H. - Assistant Clinical Professor of Community and Preventive Medicine; Director, Masters in Public Health Program

Karen Zier, Ph.D. - Professor of Medicine; Associate Dean for Medical Student Research; Immunology Course Director, M.D. and Ph.D. Programs

APPENDIX C

INVENTORY OF SUPPORT DOCUMENTS

Strategic Plans, Mission & Governance Statements:

Accelerating Science, Advancing Medicine
Admissions Policies and Criteria
Board of Trustees Charter and Bylaws
CARTS Policy
Dean's Report
Faculty Roster
FERPA Policy
Mount Sinai Medical Center Mission Statement
MSSM Strategic Plan
Senior Administration Table of Organization
Student Council Constitution and Bylaws
Student Services Organization Chart
Student Services Reports and Plans

Institutional Infrastructure Plans and Documents:

Department Review Protocol and Data Requirements
Development & Fundraising Plans
Facilities Master Plans
Library and Information Resource Plans
Numbers Day Assessment Metrics
Plan to Review and Maintain Library Resources
Renovation and Construction Projects

Policies for Faculty, Students and Staff:

CLR Curriculum Guide
Conflict of Interest Policies
Faculty Handbook
Genetics Handbook
Graduate School Handbook
IRB Policies
Leadership Role and Responsibilities of the MSSM Course Director
Medical Student Handbook
MPH Handbook
New Beginnings Handbook
Student Orientation Materials

Accreditation Documents for MSCHE and Other Accrediting Bodies:

Genetics Counseling Accreditation Process Documents
LCME Reports
Middle States Eligibility Report
Middle States Self Assessment Report and Appendices
MPH Accreditation Process Documents

Internal Assessment Documents:

AAMC Graduating Class Exit Surveys
Admissions Statistics
Alumni Surveys
Current and Projected Enrollment by Program
Faculty Publication Data and Competitive Analyses
GSBS PhD and M.D./Ph.D. Tracking Information
IPEDS Data
Matriculating Student Entry Surveys
Medical Scientist Training Program (MSTP) Progress Report Summary
Medical Student Performance Evaluation (MSPE) Data
National Resident Match Program Report
PhD Retention/Progress Data
PhD Thesis-related Publication Data
Student Surveys
Training Grant Progress Reports
United States Medical Licensure Examination Step I Data
United States Medical Licensure Examination Step I Data

Financial Statements and Budgets:

Annual Scholarship Reports
Audited Financial Statements
Current and Prior Year Budgets
Current Budget & Expense Projections
Finance Departmental Reports