

Faculty Handbook Table of Contents

2015 - 2016 Academic Calendar	1
LEADERSHIP	2
HOFSTRA UNIVERSITY SENIOR LEADERSHIP	2
HOFSTRA UNIVERSITY BOARD OF TRUSTEES	3
NORTH SHORE-LIJ HEALTH SYSTEM SENIOR LEADERSHIP	3
NORTH SHORE-LIJ HEALTH SYSTEM BOARD OF TRUSTEES	6
JOINT BOARD OF OVERSEERS	7
SCHOOL OF MEDICINE ADMINISTRATION	7
SCHOOL OF MEDICINE DEPARTMENT CHAIRS	17
COMMITTEES OF THE SCHOOL OF MEDICINE	18
About the School of Medicine	18
The Mission, Vision, and Values of the School of Medicine	19
Faculty	21
FACULTY STATUS AND RANKS	22
APPOINTMENTS, REAPPOINTMENTS AND PROMOTION	23
GUIDELINES FOR APPOINTMENT AND PROMOTION TO ASSOCIATE OR FULL PROFESSOR	27
GUIDELINES FOR APPOINTMENT AND PROMOTION TO SENIOR RANK - VOLUNTARY	28
DISMISSAL	29
Faculty Bylaws	30
Facilities	30
LIBRARIES	30
CENTERS AND INSTITUTES	31
Curriculum	32
MD PROGRAM	32
MD/PHD PROGRAM	42
PHD PROGRAM	43
MD/MPH PROGRAM	43
Faculty Resources	43
INTRODUCTION	44
FACULTY TEACHING SKILLS	44
FACULTY DEVELOPMENT	45
FACULTY RESEARCH RESOURCES	45
SERVICES AT HOFSTRA UNIVERSITY	47
FACULTY MENTORSHIP	47
CONTINUING MEDICAL EDUCATION (CME)	48
Faculty Support Services	48
BENEFITS AND PAYROLL	48
I.D. CARDS (HOFSTRACARD)	49
KEYS	49
MAIL CENTER	49
NETWORK ACCOUNTS	50

FACULTY COMPUTING SERVICES (FCS)	50
EMERGENCY/URGENT SERVICE CONTACT INFORMATION.....	50
Campus Services	51
DINING OPTIONS	51
CAMPUS SAFETY	52
HOFSTRA UNIVERSITY BOOKSTORE	53
BANKING	54
VISITORS CENTER	54
INFANT & CHILD CARE CENTER	54
RECREATION AND INTRAMURAL SPORTS.....	54
Policies	55
Travel Directions	56
HOFSTRA NORTH SHORE-LIJ SCHOOL OF MEDICINE.....	56
HOFSTRA UNIVERSITY	58
NORTH SHORE-LIJ HEALTH SYSTEM.....	58
Contact Us	58

2015 - 2016 ACADEMIC CALENDAR

Monday, June 15, 2015	First Day of Instruction for Third Year Students
Friday, July 3, 2015	Independence Day - No Instruction for First, Second, and Third Year Students; Fourth Year Students as per Department
Monday, July 6, 2015	First Day of Instruction for Fourth Year Students
Monday, August 3, 2015	First Day of Instruction for First Year Students
Monday, September 7, 2015	Labor Day - No Instruction for First, Second, and Third Year Students; Fourth Year Students as per Department
Tuesday, September 8, 2015	First Day of Instruction for Second Year Students
Monday, September 14 – Tuesday, September 15, 2015	Rosh Hashanah - No Instruction for First and Second Year Students
Wednesday, September 23, 2015	Yom Kippur - No Instruction for First and Second Year Students
Thursday, November 26 – Sunday, November 29, 2015	Thanksgiving Break - No Instruction for First, Second, and Third Year Students; Fourth Year Students as per Department
Monday, December 21, 2015 – Sunday, January 3, 2016	Winter Break - No Instruction for First, Second, Third, and Fourth Year Students
Monday, January 18, 2016	Martin Luther King, Jr. Day - No Instruction for First, Second, and Third Year Students; Fourth Year Students as per Department
Monday, February 15, 2016	President's Day - No Instruction for First, Second, and Third Year Students; Fourth Year Students as per Department
Monday, March 21 – Sunday, March 27, 2016	Spring Break - No Instruction for First Year Students
Friday, March 25, 2016	Good Friday - No Instruction for First and Second Year Students
Sunday, April 24, 2016	Last Day of Instruction for Fourth Year Students
Monday, May 9, 2016	Commencement for Fourth Year Students
Monday, May 30, 2016	Memorial Day - No Instruction for First, Second, and Third Year Students; Fourth Year Students as per Department
Friday, June 3, 2016	Last Day of Instruction for Third Year Students
Friday, June 10, 2016	Last Day of Instruction for Second Year Students
Thursday, June 16, 2016	Last Day of Instruction for First Year Students

LEADERSHIP

Hofstra University Senior Leadership
Hofstra University Board of Trustees
North Shore-LIJ Health System Senior Leadership
North Shore-LIJ Health System Board of Trustees
Joint Board of Overseers
School of Medicine Administration
School of Medicine Department Chairs
Committees of the School of Medicine

Hofstra University Senior Leadership

Stuart Rabinowitz
President

M. Patricia Adamski, JD
Senior Vice President for Planning and Administration

Joseph M. Barkwill, MSE, MBA
Vice President for Facilities and Operations

Stephanie Bushey, PhD
Vice President for Institution Research and Assessment

Melissa Connolly
Vice President for University Relations

W. Houston Dougharty
Vice President for Student Affairs

Jessica Eads, MA, EdM
Vice President for Enrollment Management

Dolores Fredrich, Esq.
Vice President for Legal Affairs and General Counsel

Richard V. Guardino, Jr., Esq.
Vice President for Business Development

Jeffrey A. Hathaway, MA
Vice President and Director of Athletics

Catherine Hennessy, MBA, CPA
Vice President for Financial Affairs and Treasurer

Robert W. Juckiewicz, MS
Vice President for Information Technology

Alan J. Kelly
Vice President for Development and Alumni Affairs

Gail M. Simmons, PhD
Provost and Senior Vice President for Academic Affairs

Hofstra University Board of Trustees

Officers:

Alan J. Bernon,* *Chair*
Karen L. Lutz, *Vice Chair*
David S. Mack,* *Vice Chair*
Robert D. Rosenthal,* *Vice Chair*
Peter G. Schiff,* *Secretary*
Stuart Rabinowitz, *President*

Members:

Tejinder Bindra	Marilyn B. Monter*
Kenneth Brodlieb	Martha S. Pope
James D'Addario*	Julio A. Portalatin*
Robert F. Dall*	James E. Quinn*
Helene Fortunoff	Edwin C. Reed
Steven J. Freiberg*	Michael Roberge*
Arno H. Fried	Debra A. Sandler*
Martin B. Greenberg*	Thomas J. Sanzone*
Leo A. Guthart	Donald M. Schaeffer
Peter S. Kalikow*	Michael Seiman*
Arthur J. Kremer	Leonard H. Shapiro
Diana E. Lake*	Joseph Sparacio*
Elizabeth McCaul	Steven Witkoff*
Janis M. Meyer*	Frank G. Zarb*
John D. Miller*	

North Shore-LIJ Health System Senior Leadership

Michael Dowling
President and Chief Executive Officer

David Battinelli, MD
Senior Vice President and Chief Medical Officer

John Bosco
Senior Vice President and Chief Information Officer

Frank Danza
Senior Vice President and Chief Revenue Officer

Donna Drummond, CPA
Senior Vice President, Shared Services

Dorothy Feldman, MA
Vice President and Chief Risk Officer

Anthony Ferreri, MS
Executive Vice President and Chief Affiliation Officer

Kathleen Gallo, RN, PhD, MBA
Senior Vice President and Chief Learning Officer

Sven Gierlinger
Vice President and Chief Experience Officer

Howard Gold
Executive Vice President and Chief Managed Care and Business Development Officer

Mark Jarrett, MD, MBA
Senior Vice President, Clinical Excellence and Chief Quality Officer

Jeffrey Kraut, MBA
Senior Vice President, Strategy and Business Informatics

Brian Lally, MBA
Senior Vice President and Chief Development Officer, North Shore-LIJ Health System Foundation

Terry Lynam, MA
Vice President and Chief Public Relations Officer

Phyllis McCready
Vice President and Chief Procurement Officer

Jennifer Mieres, MD
Senior Vice President, Office of Community and Public Health

Richard Miller, MBA
Senior Vice President, Payer Relations and Contract Development

Joseph Moscola, MBA, PA
Senior Vice President and Chief Human Resources Officer

Alan Murray
President and CEO, North Shore-LIJ CareConnect Insurance Company, Inc.

Ralph Nappi, JD
Executive Vice Chair, Board of Trustees

Ira Nash, MD
Senior Vice President and Executive Director, North Shore-LIJ Medical Group

Laura Peabody, JD
Senior Vice President and Chief Legal Officer

Deborah Schiff, RN
Executive Director and Senior Vice President, Strategy and Business Development

Robert Shapiro, CPA
Executive Vice President, Finance and Chief Financial Officer

Philip Silverman, JD
Senior Vice President, Facilities and Real Estate

Lawrence Smith, MD, MACP
Executive Vice President and Physician-in-Chief

Mark Solazzo, MBA
Executive Vice President and Chief Operating Officer

Ramon Soto
Senior Vice President and Chief Marketing and Communications Officer

Gene Tangney
Senior Vice President and Chief Administrative Officer

Thomas Thornton
Senior Vice President, North Shore Ventures

Maureen White, RN, MBA
Senior Vice President and Chief Nurse Executive

Andrew Yacht, MD, MSc
Vice President of Academic Affairs and Chief Academic Officer

North Shore-LIJ Health System Board of Trustees

Richard S. Abramson*	John S. T. Gallagher	Stuart R. Levine
William Achenbaum	Sy Garfinkel	Marjorie Boas Levins
John W. Alexander	Anthony Giaccone	Shirley Leviton
Ira I. Altfeder	Lloyd M. Goldman*	Martin Lifton
Philip S. Altheim	Richard D. Goldstein*	Seth Lipsay*
Michael L. Ashner	J. Joaquin Gonzalez	David S. Mack
Beverly VP. Banker	Michael Gould	William L. Mack*
Ralph M. Baruch	Albert L. Granger, DDS	Linda Manfredi
Sandra Atlas Bass	Rosalie Greenberg	Bradley Marsh, DPM
John M. Bendheim	Alan I. Greene	Jeffrey S. Maurer
Frank J. Besignano*	James R. Greene	Ronald J. Mazzucco
Elise M. Bloom	Stanley Grey	F.J. McCarthy*
Eric S. Blumencranz	Paul B. Guenther*	Patrick F. McDermott*
Roger A. Blumencranz*	Amy M. Hagedorn*	James McMullen
David Blumenfeld	Stephen Hammerman	Charles Merinoff*
Edward Blumenfeld	Salah M. Hassanein	Richard D. Monti
E. Steve Braun	Ira Hazan	Richard Murcott
Dayton T. Brown, Jr	Linda W. Heaney	Robert J. Myers
Allen E. Busching	Marlene Hess	Ralph A. Nappi*
Jonathan S. Canno	William O. Hiltz*	Raffiq A. Nathoo
Michael Caridi	Gedale B. Horowitz	Richard B. Nye*
Robert W. Chasanoff*	Richard A. Horowitz	Clyde I. Payne, EdD
Alan Chopp	Seth R. Horowitz	Arnold S. Penner
Mark L. Cluster*	M. Allan Hyman	John J. Raggio
Maurice J. Cohn	Mark Jacobson	John V. Raggio
Diana F. Colgate	Benjamin J. Jenkins	Lewis S. Ranieri*
Peter O. Crisp	Jeffrey Jurick	Jay R. Raubvogel
Daniel M. Crown	Lyn Jurick	Dennis Riese
Joseph F. D'Angelo	David M. Katz	Terry P. Rifkin, MD
Philippe P. Dauman	Michael Katz	H. Richard Roberts
Daniel C. de Roulet	Saul B. Katz*	Robert F. Rose
Lorinda de Roulet	Lisa A. Kaufman	Robert A. Rosen
Thomas E. Dewey, Jr	Robert Kaufman	Marcie Rosenberg
Thomas E. Dooley	Cary Kravet*	Robert D. Rosenthal*
Michael J. Dowling*	Stanley Kreitman	Bernard M. Rosof, MD
Robert N. Downey	Seth Kupferberg	Jack J. Ross
Melvin Dubin	Jeffrey B. Lane*	Barry Rubenstein*
Patrick R. Edwards	Philip Lankowsky, MD, ScD	Herbert Rubin
Michael A. Epstein*	Curt N. Launer	Scott Rudolph
Leonard Feinstein	Laura Lauria	Michael H. Sahn
Michael E. Feldman*	Kevin F. Lawlor	Mary Jordan Saunders
Arlene Lane Fisher	Michael S. Leeds	Norman Schlanger
Catherine C. Foster*	David W. Lehr	Lois C. Schlissel
William H. Frazier*	Jonathan W. Leigh	Marvin H. Schur
Eugene B. Friedman, MD	Sylvia Lester	John M. Shall
William J. Fritz, PhD	Arthur S. Levine	Marc V. Shaw

Richard Sims
Michael C. Slade
Phyllis Hill Slater
Amy Spielman
Howard D. Stave
Russell Stern
Jack Stievelman
Hon. Joseph A. Suozzi

John B. Thomson, Jr.
Peter Tilles
Paula Dunn Tropello, EdD
Sandra Tytel
Frederick A. Volk
Hon. Sol Wachtler
Nancy Waldbaum
Emmett F. Walker, Jr.

Charles B. Wang
Alan W. Warshow
Howard Weingrow
Lewis M. Weston
Barbara Hrbek Zucker
Donald Zucker*
Roy J. Zuckerberg*

**Member of the Executive Committee*

Joint Board of Overseers

Officers:

Alan Bernon, co-chair
Mark Claster, co-chair

Members:

Roger Blumencranz
Arno H. Fried
Richard Goldstein
Leo A. Guthart
Saul B. Katz
Diana E. Lake, MD
William L. Mack

Janis M. Meyer
Marilyn B. Monter
Ralph Nappi
John J. Raggio
Peter G. Schiff
Frank G. Zarb
Roy Zuckerberg

School of Medicine Administration

Dean's Office

Lawrence Smith, MD, MACP
Dean
Professor of Medicine
516-463-7517
lawrence.smith@hofstra.edu

Veronica Catanese, MD, MBA
Vice Dean and Dean for Academic Affairs
Dr. Leo A. Guthart Endowed Chair
Professor of Medicine
516-463-7204
veronica.catanese@hofstra.edu

David Battinelli, MD
Dean for Medical Education
Betsy Cushing Whitney Professor of Medicine
516-463-7198
david.battinelli@nshs.edu

Associate and Assistant Deans

Adam Aponte, MD
Assistant Dean for Diversity and Inclusion
Assistant Professor of Pediatrics
516-463-7528
adam.aponte@hofstra.edu

Judith Brenner, MD
Associate Dean for Curricular Integration and Assessment
Co-director, Office of Academic Success
Assistant Professor of Medicine
516-463-7590
judith.brenner@hofstra.edu

David Elkowitz, DO
Associate Dean and Director of the Academy of Medical Educators
Associate Professor of Science Education and of Pathology and Laboratory Medicine
516-463-7511
david.elkowitz@hofstra.edu

Alice Fornari, EdD, RD
Associate Dean for Educational Skills Development
Professor of Science Education, Occupational Medicine, Epidemiology and Prevention and Family Medicine
516-463-7522
afornari@nshs.edu

Samara Ginzburg, MD
Associate Dean for Case-Based Learning
Co-director, Office of Academic Success
Assistant Professor of Medicine
516-463-7501
samara.ginzburg@hofstra.edu

Ronald Kanner, MD
Associate Dean for Career Advisement
Professor and Chairman Emeritus, Department of Neurology
516-463-7533
ronald.kanner@nshs.edu

Jeffrey Kraut, MBA
Associate Dean for Strategic Planning
Assistant Professor of Science Education
516-465-8198
516-463-7411
jkraut@nshs.edu

Thomas Kwiatkowski, MD
Assistant Dean for Simulation
Professor of Emergency Medicine
516-463-7551
thomas.kwiatkowski@hofstra.edu

Jodi Langsfeld, MEd
Associate Dean for Student Affairs
516-463-7145
jodi.langsfeld@hofstra.edu

R. Ellen Pearlman, MD
Associate Dean for Advanced Clinical Learning
Assistant Professor of Medicine
516-463-7512
r.e.pearlman@hofstra.edu

Debra Rand, MS
Associate Dean for Library Services
Assistant Professor of Science Education
516-463-7537
debra.rand@hofstra.edu

Kevin Tracey, MD
Associate Dean for Research
Professor of Molecular Medicine and Neurosurgery
516-568-2416
kjtracey@nshs.edu

Rona Woldenberg, MD
Associate Dean for Admissions
Associate Professor of Radiology
516-463-7532
rona.woldenberg@hofstra.edu

Andrew Yacht, MD, MSc
Associate Dean for Graduate Medical Education
Associate Professor of Medicine
516-465-7411
ayacht@nshs.edu

Steven Rubin, MD
Assistant Dean for Respective Culture
Professor of Ophthalmology
(516) 465-8444
srubin@nshs.edu

Academic Affairs

Veronica Catanese, MD, MBA
Vice Dean and Dean for Academic Affairs
Dr. Leo A. Guthart Endowed Chair
Professor of Medicine
516-463-7204
veronica.catanese@hofstra.edu

Annalise Ellis, MHA
Director of Academic Affairs and Registrar
516-463-7576
annalise.ellis@hofstra.edu

Vanessa Fyfe, MA
Elective Coordinator
516-463-7278
vanessa.fyfe@hofstra.edu

Theresa Miller
Academic Affairs Coordinator
516-463-7525
theresa.miller@hofstra.edu

Whitney Stellar
Faculty Affairs Coordinator
516-463-7418
whitney.stellar@hofstra.edu

Academic Success

Judith Brenner, MD
Associate Dean for Curricular Integration and Assessment
Co-director, Office of Academic Success
Assistant Professor of Medicine
516-463-7590
judith.brenner@hofstra.edu

Samara Ginzburg, MD
Associate Dean for Case-Based Learning
Co-director, Office of Academic Success
Assistant Professor of Medicine
516-463-7501
samara.ginzburg@hofstra.edu

Admissions

Lisa Ellenbogen, MEd
Assistant Director of Admissions
516-463-7508
lisa.ellenbogen@hofstra.edu

Christopher Fazio
Admissions Coordinator
516-463-7509
christopher.fazio@hofstra.edu

Annemarie Kollmer
Accounts Clerk Specialist
516-463-7519
annemarie.kollmer@hofstra.edu

Joseph Nicolini, MHA
Director of Admissions and Student Finance
516-463-7277
joseph.nicolini@hofstra.edu

Rona Woldenberg, MD
Associate Dean for Admissions
Associate Professor of Radiology
516-463-7532
rona.woldenberg@hofstra.edu

Budget

Corinne Amato, MBA
Assistant Budget Director
516-463-7566
corinne.amato@hofstra.edu

Career Advising

Ronald Kanner, MD
Associate Dean for Career Advisement
Professor and Chairman Emeritus, Department of Neurology
516-463-7533
ronald.kanner@nshs.edu

Jessica Budik, M.S.
Program Coordinator
516-463-7447
jessica.budik@hofstra.edu

Communications

Adrienne Stoller, MA
Communications Manager
516-463-7585
adrienne.stoller@hofstra.edu

Curriculum Support and Assessment

Salaahuddin Akbar, MA
Coordinator, Assessment and Evaluation
516-463-7530
salaahuddin.akbar@hofstra.edu

Anu Anish
Coordinator, Year 1 Courses
516-463-7534
anu.anish@hofstra.edu

Carole Bates, MPH, MBA
Director, Office of Curriculum Support and Assessment
516-463-7199
carole.bates@hofstra.edu

Jaclyn Bellissimo
Program Coordinator, PEARLS
516-463-7431
Jaclyn.bellissimo@hofstra.edu

Stephen Butkus, MS
Coordinator, Year 2 Courses
516-463-7545
stephen.butkus@hofstra.edu

Kristina Delaney
Clinical Skills Program Coordinator
516-463-7531
kristina.delaney@hofstra.edu

Vicki Goldstein
Analyst, First 100 Weeks
516-463-7450
vicki.g.goldstein@hofstra.edu

Bennett Mahler
Program Coordinator, Second 100 Weeks
516-463-7597
bennett.mahler@hofstra.edu

Nicholas Mercado, MPH
Program Coordinator, Structure and Patient, Physician and Society (PPS)
516-463-7588
nicholas.mercado@hofstra.edu

Heather Quinn, MEd
Coordinator, Assessment and Evaluation
516-463-7294
heather.quinn@hofstra.edu

Lauren Roseman
Program Coordinator, Second 100 Weeks
516-463-7435
lauren.roseman@hofstra.edu

Thomas Schoenthaler
Program Manager, Second 100 Weeks
516-463-7498
thomas.schoenthaler@hofstra.edu

Lauren Tesoriero
Program Manager, First 100 Weeks, Interim PPS Communications, PEARLS
516-463-7521
lauren.tesoriero@hofstra.edu

Elizabeth Vasile
ICE and ACE Continuity Clinic Coordinator
516-463-7531
elizabeth.m.vasile@hofstra.edu

MaryBeth Wright
Program Coordinator, Second 100 Weeks
516-463-7499
marybeth.wright@hofstra.edu

Diversity and Inclusion

Adam Aponte, MD
Assistant Dean, Office of Diversity and Inclusion
Assistant Professor of Pediatrics
516-463-7528
adam.aponte@hofstra.edu

Financial Aid

Joseph Nicolini, MHA
Director of Admissions and Student Finance
516-463-7277
joseph.nicolini@hofstra.edu

Korinne Suter, MEd
Financial Aid Coordinator
516-463-7387
korinne.suter@hofstra.edu

Grants Management

Billi Cipriano, MA
Director of Grants Management
516-463-7582
billi.vernillo@hofstra.edu

Humanities in Medicine

Lisa Martin, JD
Coordinator
516-463-7389
lisa.martin@hofstra.edu

Information Technology

Nikia Lubin, MS
Assistant Director of Information Services
516-463-7558
nikia.lubin@hofstra.edu

Dhanya Manu
Web Application Architect
516-463-7529
dhanya.manu@hofstra.edu

Library

Debra Rand, MS
Associate Dean for Library Services
Assistant Professor of Science Education
516-463-7537
debra.rand@hofstra.edu

Wendy Herman, MLIS
Education and Liaison Librarian
516-463-7594
wendy.herman@hofstra.edu

Leanna Stager, MLIS
Scholarly Publications Librarian
516-463-7510
leanna.stager@hofstra.edu

Operations

Melissa Jonker, MPA
Director of Operations
516-463-7515
melissa.i.jonker@hofstra.edu

Barbara Moran
Administrative Operations Coordinator
516-463-7524
barbara.a.moran@hofstra.edu

Regulatory and External Affairs

Brittani Raulerson, JD
Director of Regulatory and External Affairs
516-463-7526
brittani.raulerson@hofstra.edu

Aridafni (Dafni) Haralambous
Administrative Assistant
516-463-7589
aridafni.haralambous@hofstra.edu

Special Programs

Gina Granger, MA
Associate Director, Special Programs and Alumni Relations
516-463-7550
gina.granger@hofstra.edu

Strategic Planning

Jeffrey Kraut, MBA
Associate Dean for Strategic Planning
Assistant Professor of Science Education
516-465-8198
516-463-7412
jkraut@nshs.edu

Student Affairs

Susan Caulfield, MEd
Director of Student Affairs
516-463-7536
susan.m.caulfield@hofstra.edu

Kathleen Conti
Coordinator
516-463-7347
kathleen.conti@hofstra.edu

Jodi M. Langsfeld, MEd
Associate Dean for Student Affairs
516-463-7145
jodi.langsfeld@hofstra.edu

Support Staff

Eileen Kirby
Administrative Assistant and Event Coordinator
516-463-7592
eileen.kirby@hofstra.edu

Jacky Pupelis
Administrative Assistant to the Dean
516-463-7202
516-465-3194
jpupelis@nshs.edu

Krista Paxton
Administrative Assistant and Coordinator, Office of Academic Success
516-463-7571
krista.paxton@hofstra.edu

Christina DeRespino
Clerk Specialist, Reception Desk
516-463-7546
christina.derespino@hofstra.edu

Ivonne Vidars
Reception Desk, Office of Admissions Clerk Specialist
516-463-7549
ivonne.vidars@hofstra.edu

School of Medicine Department Chairs

Anesthesiology	John Di Capua, MD
Cardiology	Stanley Katz, MD
Cardiovascular and Thoracic Surgery	Alan Hartman, MD
Dental Medicine	Ronald Burakoff, DMD, MPH
Dermatology	Amit Garg, MD
Emergency Medicine	John D'Angelo, MD (Acting)
Family Medicine	Tochi Iroku-Malize, MD, MPH
Medicine	Thomas McGinn, MD, MPH
Molecular Medicine	Bettie M. Steinberg, PhD
Neurology	Souhel Najjar, MD
Neurosurgery	Raj Narayan, MD
Obstetrics and Gynecology	Adiel Fleischer, MD
Occupational Medicine, Epidemiology and Prevention	Jacqueline Moline, MD, MSc
Ophthalmology	Ira Udell, MD
Orthopedic Surgery	Nicholas Sgaglione, MD
Otolaryngology	Peter Costantino, MD
Pathology and Laboratory Medicine	James Crawford, MD, PhD
Pediatrics	Charles Schleien, MD, MBA
Physical Medicine and Rehabilitation	Adam Stein, MD
Psychiatry	John Kane, MD
Radiation Medicine	Louis Potters, MD
Radiology	Jason Naidich, MD, MBA
Science Education	Joanne Willey, PhD
Surgery	Gene Coppa, MD
Urology	Louis Kavoussi, MD

Committees of the School of Medicine

There are nine standing committees of the School; a short description of each is included below:

- The **Dean's** Advisory Group advises the Dean on matters related to the operations, strategy, and finances of the School.
- The **Faculty Council** is composed of a broad representation of School of Medicine faculty and advises the Dean on all matters related to the faculty and academic community.
- The **Curriculum Committee** is composed of faculty educators, faculty at-large and students, and is responsible for making recommendations to the Dean regarding the School of Medicine's curriculum.
- The **Admissions Committee** is composed of faculty members representative of all of the departments of the School. It reviews admission criteria on an ongoing basis and selects applicants for admission to the School.
- The **Student Advancement Committee** makes recommendations to the Dean regarding student academic affairs and remediation. Membership includes faculty knowledgeable about the required courses, clerkships and acting internships, and faculty-at-large.
- The **Faculty Appointments and Promotions Committee**, composed of senior faculty members at the rank of Professor, makes recommendations to the Dean on all matters related to faculty appointments and promotions.
- The **Committee of Combined Chairs**, which includes the chairs of all academic departments, considers and advises the Dean on strategic planning related to education, research and patient care.
- The **Grievance Committee**, composed of senior faculty members at the rank of Professor, hears all matters referred to it by the Dean and makes written recommendations to the Dean.
- The **Student Council**, composed of student representatives of the medical school classes and of the PhD program, makes recommendations to the Dean regarding all matters relating to student academic and non-academic life.

ABOUT THE SCHOOL OF MEDICINE

About the School of Medicine

Hofstra University and North Shore-LIJ Health System are partners in the establishment and operation of the Hofstra North Shore-LIJ School of Medicine. The School of Medicine is built upon the strong clinical and graduate medical education programs of the Health System and the robust research and academic

programs of Hofstra University and the Feinstein Institute for Medical Research at North Shore-LIJ Health System. A brief history of the School's development is included below.

In 2006, the Association of American Medical Colleges (AAMC), citing population increases, a doubling between 2000 and 2030 of the number of citizens over the age of 65, and an aging physician workforce, recommended that medical school enrollment be increased by 30 percent by 2015.

On March 26, 2008, with the approval of their respective boards, Hofstra University and North Shore-LIJ Health System entered into a formal agreement, known as the Joint Academic Agreement that established the School of Medicine, the first allopathic medical school in Nassau County and the first new medical school in the New York metropolitan area in more than 35 years. After a formal search, Dr. Lawrence Smith, nationally recognized for his leadership in medicine and medical education, was appointed as Founding Dean. Dr. Smith had served as the Chief Medical Officer of the North Shore-LIJ Health System since September 1, 2006, and has continued, as Dean, in the position of Executive Vice President/Physician-in-Chief of the Health System. By holding a leadership role in both the University and the Health System, Dr. Smith facilitates a unified approach to maintaining a successful partnership, providing innovative leadership, and ensuring the seamless integration of classroom and clinical experiences.

In June 2010, the Liaison Committee on Medical Education (LCME) granted Preliminary Accreditation to the School of Medicine. Also, in June 2010, the School of Medicine officially opened its initial building and on August 1, 2011, the School welcomed its inaugural class. In June 2013, the School of Medicine received Provisional Accreditation from the LCME and attained Full Accreditation in 2015. The School also opened the doors to its expansion building in 2015 which increased the size of the main education site to over 60,000 gross square feet, bringing the total physical structure to 113,000 square feet.

THE MISSION, VISION, AND VALUES OF THE SCHOOL OF MEDICINE

Mission Statement

The School of Medicine, in a culture of community, scholarship, and innovation, is dedicated to inspiring diverse and promising students to lead and transform medicine for the betterment of humanity.

Vision Statement

The School of Medicine aims to establish itself as a revered institution of higher medical education by means of accomplishing the following visionary objectives:

- To be a premier "Millennial Medical School"
- To be a major contributor to the redefining of medical education
- To have positively changed the University, North Shore-LIJ Health and the community
- To have improved the health of the region

Values

Our values guide and shape the development of our school. It is our commitment to these values that will distinguish us and ensure that our curriculum appropriately addresses the needs of our learners and provides the experiences and mentorship necessary for the transformation of our students into caring

and excellent physicians who embody, and will be recognized by, these values in their professional lives. The following ten values guide the School of Medicine:

- Community
- Scholarship
- Innovation
- Learning
- Humanism
- Diversity
- Professionalism
- Patient Centeredness
- Reflection
- Vision

Community

We will establish a culture of community that will have a transformative role in the health of the public. We are committed to educating future physicians to embrace responsibility for the health of their communities, and to be activists who advocate at the local, regional, and national level for the best care for patients and their community. Fulfilling this value will be an important metric by which we will demonstrate our success as an institution.

Scholarship

We embrace a culture of broadly defined scholarship and excellence, supported by academic recognition of and investment in our faculty and students. We will establish and nurture this culture by aligning the goals of our school with those of our faculty and students. Our students will learn how to inextricably link their scholarly work with their success as physicians.

Innovation

We will actively encourage collective, creative energy that, when used wisely, will move our institution forward. We will promote and reward creativity, leadership, and the courage to experiment. We will be intolerant of those who accept the status quo. We will foster a learning climate that intentionally pushes people out of their comfort zone and encourages a willingness to experiment. We will embrace change and cultivate creative tension in the spirit of progress and improvement.

Learning

We value as pre-eminent the process and complexity of learning and will organize our school as a learning community that respects and supports the individual learning needs of our students to ensure their success. We value learning over teaching and will continuously seek to develop the skills necessary for our faculty to nurture the learning of our students and the entire community. We will celebrate the involvement of our students as they help shape the future health of our community. Our learning community will be a respectful, inclusive, collaborative environment where students, faculty and University learn and grow together.

Humanism

We recognize that only through a comprehensive understanding and appreciation of the human condition will we successfully develop and nurture a culture and community of physicians who will care

for themselves, their patients, and their colleagues with compassion, tolerance, respect and empathy. This commitment to a curriculum that recognizes, teaches, and rewards humanism enables us to support a culture and environment truly dedicated to healing and promoting health.

Diversity

We are committed to creating and supporting a diverse and inclusive learning community. We will foster a personal understanding of personal differences so that we may recognize the role of bias and prejudice emanating from these differences. The inclusive learning community, diverse patient care experiences, and supportive reflection will promote the ability to recognize and value the strengths of diversity in our community.

Professionalism

We are committed to fostering the personal transformation of our students into physicians through a thoughtful and appropriate admissions process, careful mentoring program, appropriate reward system, and a curriculum embedded in the student doctor-patient relationship. We believe that the virtues and behaviors that characterize a good doctor will redefine the personal identity of each student. We believe this transformation is a learned, continual process that must be thoughtfully designed, evaluated, and role-modeled to be successful.

Patient-Centeredness

“Putting the patient first” is the organizing principle of the school. This value will create a culture of trust that fosters safe, high quality, ethically principled, humanistic care, and we welcome transparency and public evaluation of our standards and outcomes. In all decisions that require prioritization, the patient’s best interest will always be the core principle. Our ability to truly “put patients first” while being just stewards of our society’s resources emanates from this trust.

Reflection

We are committed to embedding in all of our learning experiences the time and skills necessary to consciously examine, interpret and understand the thoughts and feelings that emanate from intense patient encounters. Through this process of mentored self-reflection and assessment, we ensure the development of a true learning and *professional* community capable of nurturing the transformation from student to physician.

Vision

We will foster the courage and intellectual climate to see beyond “what is”, and we will develop the leaders to take us there. We pledge an unwavering commitment to prepare, adapt and lead our school and community toward achieving the goal of transforming health care for the betterment of humanity.

FACULTY

Faculty Status and Ranks

Appointments, Reappointments and Promotion

Guidelines for Appointment and Promotion to Associate or Full Professor

Guidelines for Appointment and Promotion to Senior Rank - Voluntary

Dismissal

Faculty Status and Ranks

Full-time

The academic titles for a full-time faculty member are Instructor, Assistant Professor, Associate Professor, or Professor of Department (e.g., Assistant Professor of Department). Individuals with one of these titles must be employed full time by either Hofstra University or the North Shore-LIJ Health System; this group may also include those employed full time by an affiliate of the Health System. All individuals with an academic title have research, teaching, clinical care and/or administrative service/leadership as their primary commitment to the mission of the School. All full-time faculty members at a given academic rank have the same titles, regardless of the kind of activity, their location, or the nature of their financial support. The criteria for appointment to a given level reflect the importance of the different kinds of academic activity required to accomplish the goals of the School of Medicine. Each appointee is recommended for initial evaluation by the head of the appointing department, the Medical Director of an affiliated hospital of the Health System, or medical school leadership. The head of the appointing department recommends each subsequent reappointment.

Voluntary

The academic titles for a voluntary faculty member are Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor of Department (e.g., Clinical Assistant Professor of Department). Individuals with one of these titles are not employed full-time by either Hofstra University or the North Shore-LIJ Health System. They contribute to the academic programs of the School of Medicine, but have a major commitment to professional activity apart from the academic programs of the School of Medicine and its affiliated institutions. Each appointee initially is recommended for evaluation either by the Medical Director of a Health System-affiliated hospital or by the head of the appointing department. The head of the appointing department recommends each subsequent reappointment.

Adjunct

The academic titles for an adjunct faculty member are Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor of Department (e.g., Adjunct Assistant Professor of Department). Individuals with one of these titles have primary faculty appointments at other medical schools, but actively teach students in the School of Medicine. Each appointee is recommended for evaluation by the head of the appointing department initially and at each subsequent reappointment.

Visiting

Visiting faculty members are scholars visiting the School of Medicine for teaching, learning, and/or research for variable periods. The academic titles for a visiting faculty member are Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor of Department (e.g., Visiting Assistant Professor of Department). These individuals receive appointments for up to one year at the rank equivalent to that at their home institution. Ordinarily, appointments are renewed only once. Appointments to a School of Medicine faculty position following a visiting appointment must be in compliance with the usual procedures for a first appointment in the School.

Emeritus

The academic title for an emeritus faculty member is Emeritus Professor of Department. Individuals with this status have a history of contributions to the School of Medicine and have retired at the rank of Professor from their professional activities, but maintain an active teaching role.

Appointments, Reappointments and Promotion

It is the responsibility of the faculty of the School of Medicine to promote and facilitate the continuum of activities from Basic Science through Clinical Science to Clinical Care, with the goal of using knowledge to enhance the care, prevention and cure of disease for the population the School serves. Appointments to the faculty are based on scholarship, which the School defines inclusively as the acquisition, application, integration and broad dissemination of knowledge and understanding. Criteria for appointment are based primarily on the three areas of Research, Teaching, and Clinical Care. The School also recognizes the importance of administrative service and leadership to the mission of the School of Medicine. Therefore, significant achievement in this area also is a factor in appointment and promotion.

There is no tenure of position, title, or salary in the School of Medicine. The University faculty has approved exemption of School of Medicine faculty from its union.

The following conditions apply to the various faculty statuses and titles within the School of Medicine and are also outlined within the Faculty Bylaws.

Terms of Appointments

Initial appointments to the faculty become effective as of the date of the University's Board of Trustees approval and may be retroactive to the date of hire. Date of first renewal is specified in the primary appointment process. Absent of unusual circumstances, appointments shall end on June 30, and reappointments and promotions shall be effective on July 1 of each year.

a. Professor

1. Full time: maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least six months prior to the last day of the current appointment.
2. Voluntary: maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least six months prior to the last day of the current appointment.
3. Adjunct: maximum 5-year appointment, renewable indefinitely, if primary academic appointment is maintained and with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least six months prior to the last day of the current appointment.

4. Emeritus: maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least six months prior to the last day of the current appointment.

b. Associate Professor

1. Full time: maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of decision not to reappoint is made at least six months prior to the last day of current appointment.
2. Voluntary: maximum 5-year appointment, renewable indefinitely, with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least six months prior to the last day of the current appointment.
3. Adjunct: maximum 5-year appointment, renewable indefinitely, if primary academic appointment is maintained and with reviews of continuing contributions every five (5) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least six months prior to the last day of the current appointment.

c. Assistant Professor

1. Full time: maximum 3-year appointment, renewable indefinitely, with reviews of continuing contributions every three (3) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least three months prior to the last day of the current appointment.
2. Voluntary: maximum 3-year appointment, renewable indefinitely, with reviews of continuing contributions every three (3) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least three months prior to the last day of the current appointment.
3. Adjunct: maximum 3-year appointment, renewable indefinitely, if primary academic appointment is maintained and with reviews of continuing contributions every three (3) years. Review occurs in the last year of the appointment period. Notification of a decision not to reappoint is made at least three months prior to the last day of the current appointment.

d. Instructor

Appointments are for a three (3)-year term and reserved for those who contribute to community-based training of medical students, but do not necessarily hold degrees beyond the bachelor's level.

e. Visiting Appointments

Term of appointment is up to one year, with one renewal.

Required Term at Rank for Promotion and Upper Limits of Reappointments

Term at Rank

There is a three-year minimum service at any given rank before a faculty member may apply for promotion. This service may be at the School of Medicine or at any US-accredited university or LCME-accredited medical school prior to appointment at the School.

Reappointments

Annually, each department chair is provided with a list of his/her departmental faculty whose term of appointment is due to expire the following year. The department chair then makes recommendations, based upon ongoing contributions to the mission of the School, concerning reappointment to the Vice Dean/Dean for Academic Affairs and the Dean. The Dean recommends reappointments to the President of Hofstra University, the JBO reviews the recommended reappointments, and the Board of Trustees of Hofstra University provides final approval.

Faculty reappointments are effective on July 1 of each year. The term of academic reappointment may be specified by the department chair, in consultation with the Vice Dean/ Dean for Academic Affairs, but may not be for more than five years for associate and full professors, more than three years for assistant professors, or more than one year for visiting faculty. There is no limit to the number of reappointments at any rank (except for visiting faculty), subject to evidence of contribution to and successful performance in academic programs, except for visiting appointments which are normally limited to one year with no more than one renewal.

Overview of the Process of Appointment to and Promotion within the Faculty of the School of Medicine

Expedited Review

Individuals who are identified as potential teaching faculty of the School of Medicine by medical school leadership, their respective department chairs, or the medical directors of an affiliated hospital of the Health System and who are either faculty members at Hofstra University or individuals who hold both (1) full-time or voluntary appointments in the North Shore-LIJ Health System and (2) a current, active faculty appointment at an LCME-accredited U.S. medical school are eligible for expedited credentials review and appointment at lateral rank. This process consists of a specific recommendation for faculty appointment initiated by the chair of that faculty member's department, the Medical Director of an affiliated hospital of the Health System, or a course director of the School of Medicine, and submitted to the Vice Dean/Dean for Academic Affairs. Those who seek appointment are asked to submit a current, updated CV that specifically highlights their scholarly work, teaching contributions, and service activities over the past 3 years, as well as verification of appointment and rank from the LCME-accredited medical school at which they hold current faculty positions. These applications are reviewed expeditiously by the Vice Dean/Dean for Academic Affairs and, if not initiated by the appropriate department chair, by that

department chair. Recommendations for appointment are presented to the Dean for approval and forwarded to the President of the University and then to the Hofstra University Board of Trustees for final approval and appointment.

Full Review

Individuals who are identified as potential teaching faculty of the School of Medicine by medical school leadership, their respective department chairs, the Medical Directors of an affiliated hospital of the Health System, or by a School of Medicine Search Committee and who either hold no current, active faculty appointment in an LCME-accredited U.S. medical school or have such a faculty appointment, but are recommended for appointment and promotion at a higher rank, undergo full review.

- 1. Appointments to the positions of professor or associate professor** are initiated by the department chair(s) or his/her (their) designee(s). Each department appoints a standing appointments and promotion committee, chaired by the department chair or his/her designee. The departmental committee reviews each individual under consideration for appointment or promotion and submits its recommendation to the Vice Dean/Dean for Academic Affairs. The Office of Academic Affairs works with the faculty candidate to obtain a list of up to six external referees who hold faculty appointments at equivalent or higher academic rank than that being sought by the candidate. Both the chair and the external referee are asked to provide letters that specifically assess the quality and quantity of the candidate's research, teaching, clinical care and administrative service activities in accordance with the School of Medicine's criteria for appointment and promotion as outlined in the Bylaws of the Faculty of the School of Medicine. These materials, along with the candidate's CV, are reviewed by the standing School of Medicine Faculty Appointments and Promotions Committee. This Committee, which consists of a Chair and 13 members at the rank of Professor appointed by the Dean, submits its report and recommendation to the Dean. Recommendations of the Dean are presented to the President of the University and to the Hofstra University Board of Trustees for final approval.
- 2. Appointments to the positions of assistant professor and instructor** are initiated directly by the chair(s) of the appointing department(s), and recommendations are submitted to the Vice Dean/Dean for Academic Affairs. The Vice Dean/Dean for Academic Affairs presents these recommendations to the Dean without review by the School of Medicine Faculty Appointments and Promotions Committee. Recommendations of the Dean are presented to the President of the University and to the Hofstra University Board of Trustees for final approval.
- 3. Annual academic appointments for visiting positions** are initiated and reviewed by the department, then transmitted directly to the Vice Dean/Dean for Academic Affairs. The Vice Dean/Dean for Academic Affairs presents these recommendations to the Dean without review by the School of Medicine Faculty Appointments and Promotions Committee. Recommendations of the Dean are presented to the President of the University and to the Hofstra University Board of Trustees for final approval. These appointments generally mirror the academic title of the individual at his or her home institution.

Guidelines for Appointment and Promotion to Associate or Full Professor

Appointment and promotion to the faculty is reserved for individuals who demonstrate a career commitment to scholarly activity and have documentation of their endeavors. A master's or doctoral degree is required for faculty appointment above the level of instructor. All faculty members with MD degrees are required to maintain an active clinical appointment and be in good standing in the Health System or its affiliates; loss of an active clinical appointment triggers a review by the School of Medicine's Faculty Appointments and Promotions Committee.

The School of Medicine recognizes the critical importance of research, teaching, and clinical care, as well as administrative service and leadership, to the fulfillment of its mission. It also recognizes the capacity of members of its faculty to demonstrate scholarship in different combinations within these areas, and for any one member of the faculty to focus upon different areas as his or her professional career matures. Therefore, to be considered for appointment in this track, a faculty member must, at a minimum, demonstrate unequivocal peer recognition in one of the four areas of research, clinical care, teaching, or administrative service and leadership, and provide evidence of active, collaborative engagement in at least one other. All faculty members must have a commitment to teaching students in the School of Medicine.

To be appointed as or promoted to Associate Professor, a faculty member must present evidence of peer recognition for excellence at a regional level. To be appointed as or promoted to Professor, a faculty member must present evidence of peer recognition for excellence at the national and/or international level.

Criteria through which a faculty member might demonstrate regional, national, and/or international peer recognition for excellence include, but are not limited to:

1. Research

- A. Ongoing commitment to basic or clinical research, as evidenced by a strong record of peer-reviewed, first- or senior-authored publications, and/or chapters
- B. Ongoing peer-reviewed grant support from external agencies
- C. Peer recognition for outstanding research, as evidenced, for example, by: 1) invited presentations; 2) editorial board membership; 3) study section membership; 4) journal reviewership; or 5) chapter authorship

2. Clinical

- A. Ongoing commitment to clinical excellence
- B. Peer recognition as an outstanding clinician, as evidenced, for example, by: 1) invited presentations at regional, national and/or international conferences; 2) record of peer-reviewed and/or invited publications; 3) editorial board membership; 4) journal reviewership; 5) chapter authorship; 6) ability to draw clinical trainees; 7) direction of a clinical consultation service or specialized clinical service that draws regional, national and/or international attention; or 8) evaluations of outstanding clinical competency identified by professional organizations.

3. Teaching

- A. Ongoing commitment to teaching of medical students, residents and pre-doctoral and post-doctoral fellows, with a required teaching portfolio that captures: 1) teaching in courses, rounds, or as a preceptor or lab mentor; 2) development or leadership of curricular courses or graduate school conferences; 3) qualitative testimonials and quantitative, objective evaluations from residents/fellows as to teaching excellence; 4) qualitative testimonials and quantitative objective evaluations from students/postdocs as to teaching excellence; 5) teaching awards; or 6) commentary based upon direct observation
- B. Peer recognition as an outstanding teacher, as evidenced, for example, by: 1) invitations to speak at regional, national and/or international meetings; 2) record of peer-reviewed and/or invited publications; or 3) invitations to serve on committees of regional, national and/or international professional organizations (e.g. RRC committees, clerkship directors).

4. Service Administration/Leadership

- A. Ongoing commitment to leadership and leadership development in academic medicine, as evidenced by: 1) appointment as deans, department chairs, division directors, section chiefs, or heads of Centers of Excellence; 2) leadership of school, department, division or hospital committees; or 3) organization of a clinical service (e.g. division or section) or collaborative research program.
- B. Peer recognition as an outstanding leader, as evidenced, for example, by: 1) invited presentations at regional, national and/or international conferences; 2) record of peer-reviewed and/or invited publications; or 3) service as an officer or on committees of regional, national and/or international professional organizations.

Guidelines for Appointment and Promotion to Senior Rank - Voluntary

The following guidelines allow for appointment and promotion for voluntary faculty who are not full-time employees of Hofstra University or the North Shore-LIJ Health System, but who demonstrate unequivocal peer recognition in one of the four areas of research, clinical care, teaching or administrative service and leadership, and provide evidence of active, collaborative engagement in at least one other. To be appointed as or promoted to Clinical Associate Professor, a faculty member must present evidence of peer recognition for excellence at a regional level. To be appointed as or promoted to Clinical Professor, a faculty member must present evidence of peer recognition for excellence at the national and/or international level.

Criteria through which a faculty member might demonstrate regional, national and/or international peer recognition for excellence include, but are not limited to:

1. Research

- A. Ongoing commitment to basic or clinical research, as evidenced by a strong record of peer-reviewed, first- or senior-authored publications, and/or chapters
- B. Ongoing peer-reviewed grant support from external agencies

- C. Peer recognition for outstanding research, as evidenced, for example, by: 1) invited presentations; 2) editorial board membership; 3) study section membership; 4) journal reviewership; or 5) chapter authorship

2. Clinical

- A. Ongoing commitment to clinical excellence
- B. Peer recognition as an outstanding clinician, as evidenced, for example, by: 1) invited presentations at regional, national and/or international conferences; 2) record of peer-reviewed and/or invited publications; 3) editorial board membership; 4) journal reviewership; 5) chapter authorship; 6) ability to draw clinical trainees; 7) direction of a clinical consultation service or specialized clinical service that draws regional, national and/or international attention; or 8) evaluations of outstanding clinical competency identified by professional organizations.

3. Teaching

- A. Ongoing commitment to teaching of medical students, residents and pre-doctoral and post-doctoral fellows, with a required teaching portfolio that captures: 1) teaching in courses, rounds, or as a preceptor or lab mentor; 2) development or leadership of curricular courses or graduate school conferences; 3) qualitative testimonials and quantitative, objective evaluations from residents/fellows as to teaching excellence; 4) qualitative testimonials and quantitative objective evaluations from students/postdocs as to teaching excellence; 5) teaching awards; or 6) commentary based upon direct observation
- B. Peer recognition as an outstanding teacher, as evidenced, for example, by: 1) invitations to speak at regional, national and/or international meetings; 2) record of peer-reviewed and/or invited publications; or 3) invitations to serve on committees of regional, national and/or international professional organizations (e.g. RRC committees, clerkship directors).

4. Service Administration/Leadership

- A. Ongoing commitment to leadership and leadership development in academic medicine, as evidenced by: 1) appointment as deans, department chairs, division directors, section chiefs, or heads of Centers of Excellence; 2) leadership of school, department, division or hospital committees; or 3) organization of a clinical service (e.g. division or section) or collaborative research program.
- B. Peer recognition as an outstanding leader, as evidenced, for example, by: 1) invited presentations at regional, national and/or international conferences; 2) record of peer-reviewed and/or invited publications; or 3) service as an officer or on committees of regional, national and/or international professional organizations.

Dismissal

A faculty member may be dismissed for cause for unprofessional behavior, after review and consent by the Vice Dean/Dean for Academic Affairs and the Dean. Faculty appeals and/or grievances related to the dismissal process are upheld through the grievance process described in the Faculty Bylaws.

FACULTY BYLAWS

For a complete copy of our Faculty Bylaws, please visit the Hofstra North Shore-LIJ School of Medicine website by referencing the following link:

http://medicine.hofstra.edu/faculty/faculty_bylaws.html

FACILITIES

Libraries
Centers and Institutes

Libraries

Health Sciences Library

<http://medicine.hofstra.edu/library/index.html>

The School of Medicine students, faculty and staff have access to all of the online and print resources available at the Hofstra University Joan & Donald E. Axinn Library (main University Library), as well as access to all the resources that are co-licensed directly for the School of Medicine and the North Shore-LIJ Health System. The School of Medicine Health Sciences Library website provides access to all journals, textbooks, databases, resource guides and services via one centralized site. All online resources are available from any remote location, as well as on campus. The print holdings of the School of Medicine's Library are cataloged and accessible in the main University Library online catalog. Holdings have a location symbol identifying them as part of the Health Sciences Library, and a virtual library can be created by limiting a search to that location. Books and other materials at the main University Library may be checked out by School of Medicine students, faculty and staff. The *Journal Finder* utility on the School of Medicine Library website merges the journal holdings of the main University Library and the Health System into one cumulative listing of journal titles, alphabetically by title as well as by broad subjects, with links to the full text of journal articles. The utility also searches for all e-books jointly subscribed by the School of Medicine and the Health System. Any materials not owned or electronically available at the libraries can be obtained via interlibrary loan, either through Docline, the National Library of Medicine's (NLM) document delivery system or OCLC's WorldCat interlibrary loan system. Books and older years of journals, which may not be available online, are freely obtained from the Health System's library collections.

For further information about the Hofstra University Joan & Donald E. Axinn library, please visit:

<http://www.hofstra.edu/Library/>

For further information about the North Shore-LIJ Health System libraries, please visit:

<https://www.northshorelij.com/research-and-education/continuing-and-professional-education/libraries/about>

Centers and Institutes

The Hofstra North Shore-LIJ School of Medicine provides students with an expansive, stimulating environment in which to learn, boasting an array of centers and institutes dedicated to improving the health of the community and advancing medicine and patient care.

The Feinstein Institute for Medical Research

350 Community Drive

Manhasset, NY 11030

516-562-FIRM (3467)

<http://www.feinsteininstitute.org>

The Feinstein Institute for Medical Research, established by North Shore-LIJ in 1999, is home to approximately 200 investigative scientists, many of whom constitute the core research faculty of the School of Medicine's Department of Molecular Medicine. The Feinstein Institute ranks in the top seventh percentile for research support to organizations from the National Institutes of Health (NIH). The Feinstein Institute is home to leaders in translational and clinical research who consistently receive national and international peer recognition for their scholarship and mentorship, as manifested through honors, awards and publications in leading high impact biomedical journals. The Elmezzi Graduate School of Molecular Medicine, operated by the Feinstein Institute, is chartered by the Board of Regents of the State University of New York to confer a doctoral (PhD) degree to individuals who already have an MD degree.

Center for Learning and Innovation (CLI)

1979 Marcus Avenue, Suite 101

Lake Success, NY 11042

516-396-6150

<https://www.northshorelij.com/research-and-education/continuing-and-professional-education/center-for-learning-and-innovation>

Patient Safety Institute (PSI)

1979 Marcus Avenue, Suite 101

Lake Success, NY 11042

516-396-6150

<https://www.northshorelij.com/research-and-education/continuing-and-professional-education/center-for-learning-and-innovation/patient-safety-institute>

The Health System is nationally recognized as a leader in developing and investing in the skills and continuing education of its staff and employees. In 2002, North Shore-LIJ launched the Center for Learning and Innovation (CLI), the largest "corporate university" in the health care industry. CLI occupies a 45,000 square-foot facility that houses both the Clinical Skills Center, modeled after the USMLE clinical skills testing facility in Philadelphia, and the Patient Safety Institute (PSI). The largest simulation center in the Northeast, PSI features PC-based, interactive, high fidelity, digitally enhanced mannequins to help physicians, nurses, medical students, residents, and other health care practitioners diagnose and manage clinical problems without risk to actual patients.

Bioskills Education Center

450 Lakeville Road
Lake Success, NY 11042
516-734-7370

<https://www.northshorelij.com/research-and-education/continuing-and-professional-education/center-for-learning-and-innovation/bioskills-education-center>

The Bioskills Education Center is a 6,200 square-foot state-of-the-art education facility that brings the latest operative techniques to North Shore-LIJ attending physicians, medical students, residents, nurses, surgical technologists and others in the medical field. The center offers surgical training, continuing medical education and research with the most advanced technologies in video and endoscopic surgical equipment. Bioskills Education Center is dedicated to providing an exceptional hands-on experience utilizing cadaveric specimens for regional, national and international workshops for audiences including physicians, medical professionals, associations and vendors.

CURRICULUM

MD Program
MD/MPH Program
MD/PhD Program
PhD Program

MD Program

Curricular Drivers



The “drivers” of the curriculum play a critical role in the development of the School’s longitudinal themes and in the ongoing learning experiences of the students. A “driver” is a force largely beyond an individual’s control that exerts pressure on the evolution of medical practice.

Many drivers affect medicine, and the School has identified five which it believes are of key importance as it prepares students for the practice of medicine in the year 2020 and beyond. By directly addressing and responding to these drivers, the School aims to create, through an integrated approach, a curriculum that positively and effectively prepares its students.

The School's five drivers are defined below:

Continuum of Care

The care of the patient across the continuum - from wellness through illness and among acute, chronic and episodic interactions with the medical community - in an integrated, comprehensive, and patient-centered manner is increasingly necessary and will continue to be driven by many growing societal forces.

Social Context and Responsibility

Physicians have a responsibility to understand a patient as a person with an illness. Students must develop a deeper understanding of the full scope of determinants of health, including the importance of becoming culturally competent physicians with a sense of responsibility that extends beyond an individual patient to society at large. As the population grows in complexity, number, and diversity, and in the context of ever increasing societal and economic pressures and an environment of ever increasing global demand and competition for limited resources, these forces place increasing pressures on health care delivery and promotion and maintenance of wellness.

Quality and Effectiveness

Although the definition and scope of quality in medicine and provision of health care remain under debate, effective and safe physician performance and behavior require more than simply possessing knowledge and technical ability. It is increasingly important that physicians demonstrate the ability to work in inter-professional teams to deliver "the right care at the right time."

Decision-Making Under Conditions of Uncertainty


Scientific and technological advances can potentially aid in diagnostics and therapeutics and the dissemination of information. Despite being developed in large part to reduce uncertainty and improve decision-making accuracy, these advances paradoxically contribute to the growing burden and importance of properly addressing decision-making and functioning confidently under uncertainty in the context of patient-centered care.

Scientific Discovery

As understanding of the scientific basis of health and disease expands exponentially, the need for scientific rigor and lifelong application of new knowledge to patient care and the translation of that knowledge from the bench to the bedside will continue to grow in importance as a major driver in health care and medical education. The School's curriculum is designed to ensure that science is learned, applied, and retained in the delivery of health care. Fostering a spirit of inquiry is core to the School's success in this domain.

The curriculum and learning experiences that address the drivers are interwoven throughout all four years of the educational program. Through its curricular development, mapping, and assessment processes, the School continually monitors its learning experiences to ensure that these drivers are addressed and assessed in the First 100 Weeks and the Second 100 Weeks. In addition, the longitudinal clinical experiences throughout the four years incorporate attention to these drivers and consideration of their effects on patient care outcomes.

First 100 Weeks

Curriculum Overview: The First 100 Weeks								 HOFSTRA NORTH SHORE-LIJ SCHOOL of MEDICINE AT HOFSTRA UNIVERSITY™	
First 100 Weeks									
Curricular Components	From the Person to the Professional: Challenges, Privileges, and Responsibilities (CPR)	The Biologic Imperative (BI)	Continuity and Change: Fueling the Body (FTB)	Continuity and Change: Homeostasis (HOM)	Interacting with the Environment (IE)	The Human Condition (HC)	Preparation for USMLE Step 1	Transitions (TRN)	
Mechanisms of Health, Disease, and Intervention <i>Physiology, Pathophysiology, Therapeutics</i>	Form & Function in Health and Disease; Introduction to Organ Systems; Principles of Pharmacology; Core Clinical Skills	Cell, Molecular, and Developmental Biology; Genetics; Reproductive and Endocrine Systems; Cells of Hematologic System	Metabolism; Gastrointestinal System	Cardiac, Pulmonary, Renal Systems	Immunology; Microbiome; Infectious Disease; Musculoskeletal System	Nervous System; Brain and Behavior			
Structure <i>Anatomy, Pathology, Embryology, Imaging, Physical Diagnosis</i>	ICE-EMT Certification	ICE-Medicine, OB/GYN	ICE-Medicine, OB/GYN, Surgery	ICE-Medicine, OB/GYN, Surgery	ICE-Medicine, Pediatrics	ICE-Pediatrics, Psychiatry			
Patient, Physician, and Society <i>Curriculum Themes and Drivers*, Initial Clinical Experience</i>									
Research & Scholarship									
*Communication Skills, Professionalism, Continuum of Care, Social Context/ Responsibility, Quality and Effectiveness, Scientific Discovery, Decision Making and Uncertainty									
<p>THE FIRST 100 WEEKS is an integrated curriculum with seven courses inclusive of both scientific and clinical content. The first six courses have three components: (1) Mechanisms of Health, Disease, and Intervention; (2) Structure; and (3) Patient, Physician, and Society. Mechanisms of Health, Disease, and Intervention includes normal and abnormal molecular, cellular, and organ physiology, as well as pharmacology and therapeutics. Structure integrates normal and abnormal anatomy, embryology, histology, pathology, imaging, physical diagnosis and ultrasound. Patient, Physician, and Society has two components: (1) a longitudinal, community practice-based clinical experience, known as the Initial Clinical Experience (ICE); and (2) classroom sessions focusing on non-biological sciences and core clinical skills. The First 100 Weeks ends with a period in which the students prepare for the USMLE Step 1, followed by the seventh course, Transitions, a course in preparation for the Second 100 Weeks. In addition, there is ample time in the First 100 Weeks for personalized experiences, including opportunities during the first summer for in-depth pursuit of individual interests, such as research, community service work, or international health. *Communication Skills, Professionalism, Continuum of Care, Social Context/ Responsibility, Quality and Effectiveness, Scientific Discovery, Decision Making and Uncertainty</p>									

The First 100 Weeks is an integrated curriculum with seven courses inclusive of both scientific and clinical content.

The first six courses have three components: (1) Mechanisms of Health, Disease, and Intervention, (2) Structure, and (3) Patient, Physician, and Society.

Mechanisms of Health, Disease and Intervention includes normal and abnormal molecular, cellular, and organ physiology, as well as pharmacology and therapeutics. Structure integrates normal and abnormal anatomy, embryology, histology, pathology, imaging, physical diagnosis and ultrasound. Patient, Physician, and Society has two components: (1) a longitudinal, community practice-based clinical experience, known as the Initial Clinical Experience (ICE); and (2) classroom sessions focusing on non-biological sciences and core clinical skills.

Each week of the curriculum is defined by a scientific theme and anchored by two hybrid problem-based/ case-based learning cases known by the acronym, PEARLS (Patient-Centered Explorations in Active Reasoning, Learning, and Synthesis). During Structure sessions, faculty preceptors challenge students to apply their understanding of biomedical science in solving clinical problems by linking structure and function. In ICE, students complement their classroom learning with direct patient care. Each week also includes specific concept framing sessions, opportunities for review and reinforcement, and ample self-directed learning time.

The First 100 Weeks ends with a period in which the students prepare for the USMLE Step 1, followed by the seventh course, Transitions, a course in preparation for the Second 100 Weeks. In addition, there is sufficient time in the First 100 Weeks for personalized experiences, including opportunities during the first summer, for in-depth pursuit of individual interests, such as research, community service work, or international health.

Second 100 Weeks

The Second 100 Weeks includes the Advanced Clinical Experience (ACE) in the third year and Preparation for Residency in the fourth or final year.

ACE Curriculum Overview

Prior to ACE the rising MS3 class will take part in Transitions 5/25/15-6/14/15	6/15/15	6/22/15	6/29/15	7/6/15	7/13/15	7/20/15	7/27/15	8/3/15	8/10/15	8/17/15	8/24/15	8/31/15	9/7/15	9/14/15	9/21/15	9/28/15		
	Psychiatry						Neurology						Selective		Reading Week	RIA Week		
	Neurology						Psychiatry											
	OB/GYN						Selective		Pediatrics									
	Pediatrics						OB/GYN											
	Medicine						Surgery											
Surgery						Medicine												
Continuity Clinic						Continuity Clinic												
10/5/15	10/12/15	10/19/15	10/26/15	11/2/15	11/9/15	11/16/15	11/23/15	11/30/15	12/7/15	12/14/15	12/21/15	12/28/15	1/4/16	1/11/16	1/18/16	1/25/16	2/1/16	
OB/GYN				Selective				Pediatrics				Pediatrics				Reading Week	RIA Week	
Pediatrics				OB/GYN				Surgery				OB/GYN						
Medicine				Surgery				Medicine				Surgery						
Surgery				Psychiatry				Neurology				Medicine						
Selective				Neurology				Psychiatry				Neurology						
Continuity Clinic				Continuity Clinic				Continuity Clinic				Continuity Clinic						
Winter Break																		
2/8/16	2/15/16	2/22/16	2/29/16	3/7/16	3/14/16	3/21/16	3/28/16	4/4/16	4/11/16	4/18/16	4/25/16	5/2/16	5/9/16	5/16/16	5/23/16	5/30/16	6/6/16	
Medicine						Surgery						Reading Week		RIA Week		Comprehensive RIA Week		Summer Break
Surgery						Medicine												
Psychiatry						Selective		Neurology										
Neurology						Psychiatry												
Pediatrics						OB/GYN												
OB/GYN						Pediatrics												
Continuity Clinic						Continuity Clinic												

During the Second 100 Weeks of the curriculum, students participate in ACE. Consistent with the School's guiding principles, ACE continues to integrate scientific and clinical learning. However, in ACE, the ratio of clinical time to classroom time is increased. Student experiences are designed with an increasing focus on clinical care at two tertiary hospital campuses (North Shore University Hospital and Long Island Jewish Medical Center, which includes Cohen Children's Medical Center and Zucker Hillside Psychiatric Hospital) that provide students with exposure to more acute illness as they progress in their clinical abilities.

The third year is composed of 48 weeks, divided into three trimesters that encompasses the six core disciplines of Internal Medicine, Surgery, Pediatrics, OB/GYN, Neurology, and Psychiatry, selectives, a reading week and an RIA week. The structure of the year provides a discipline-specific focus while integrating cumulative and longitudinal clinical learning experiences, ensuring that students:

- are placed where diagnostic reasoning occurs; i.e. in situations in which patients are, as yet, undiagnosed;
- experience illnesses from presentation through to diagnosis and treatment
- are provided opportunities for spaced, repetitive, and cumulative learning;
- are evaluated by a robust and objective assessment process that drives learning; and

- are offered the opportunity to explore areas of interest.

The discipline-specific focus of this model for the third year is accomplished through:

1. clerkships focused on one discipline
2. discipline-specific “ACE” rounds
3. NBME Clinical Subject Exams every trimester

Discipline-Specific Cycles:

Each trimester includes 2 discipline-specific cycles in which students learn in both inpatient and outpatient settings related to 2 of the 6 the core disciplines. The clinical settings are chosen to ensure that students evaluate patients at the point of presentation with the chief complaints and illnesses listed in ED-2.

ACE Rounds:

These rounds occur once a week with either the discipline-specific ACE Director in charge of that cycle or a designated ACE Rounds Facilitator, a skilled clinical teacher in that discipline. Students present the patients they have evaluated to the group, and the discipline-specific ACE Director or Facilitator facilitates the discussion.

NBME Clinical Subject Exams:

At the end of each trimester, students take the NBME Clinical Subject Exams in the two core disciplines of that cycle. Additional assessments during this period include standardized patients with written or oral post-encounter exercises, and simulations.

Taken together, these features provide a focus and structure for in-depth learning of each core discipline.

The cumulative and longitudinal features of this model for the third year are accomplished through:

1. longitudinal continuity clinic experiences in Internal Medicine or Pediatrics; and
2. core learning sessions

Longitudinal Continuity Clinical Experience

In the third year, students have a longitudinal continuity clinic experience in either Internal Medicine or Pediatrics. This experience allows students to witness the natural history of diseases characterized by a long course of illness and to experience yearlong continuity with a single preceptor and a cohort of patients.

The Continuity Experience in ACE: Goals

Through the longitudinal continuity experience in ACE, students:

- Experience meaningful patient encounters in the context of outpatient practice,
- Build longitudinal relationships with patients and preceptors,

- Actively participate in first encounters with patients with as yet undifferentiated clinical conditions and others with chronic conditions that evolve over a year,
- Integrate, both intellectually and practically, classroom work in the basic and social sciences with the care of individual patients and of populations, and
- Experience the “system” in action.

Core Learning Sessions

Students will attend various core learning sessions throughout the year, a detailed schedule can be found on one45. In addition, centrally-designed core curriculum is delivered during certain clerkships. These sessions allow for the reinforcement of science in the context of patient care as well as the curriculum’s themes and drivers.

Core Learning: Clinical Reasoning/Clinico-pathologic Conferences:

Toward the end of each trimester, the students will receive a clinical reasoning exercise using an unknown patient case. They then research the case on their own and respond to a series of related questions (in examsoft) defending their most likely diagnosis. This exercise culminates in a formal presentation and defense of the diagnosis by a handful of randomly selected students and an expert clinician. The diagnostic test of choice is revealed, radiology reviewed, and pathology described by a group of experts.

Core Learning: Reflection:

Three times a year, each student writes a brief narrative (on blackboard) related to an experience during their clerkship that triggered questions or concerns for them. Such an experience might be a situation: (1) in which they didn’t have the necessary knowledge or skills; (2) that had a good outcome, but raised questions regarding how or why that outcome was achieved; (3) which was complex, surprising, uncomfortable or uncertain; or (4) in which the student felt personally or professionally challenged. In small groups facilitated by a physician and an allied health professional, the students share and debrief these experiences. These sessions reinforce the School’s value of reflection and help the students work through the troubling aspects of the hidden curriculum.

Core Learning: Communications:

During the medicine clerkship, students work in small groups with communications faculty and standardized patients to expand and refine skills learned in the First 100 weeks.

Core Learning: Structure:

Building on skills developed in the Structure lab during the First 100 Weeks, students in the OB/GYN and Surgery clerkships revisit key concepts in anatomy, pathology, and imaging with specific emphasis on the application of these concepts to the new clinical setting.

Core Learning: Simulation Sessions:

In each clerkship, students spend a half-day in the clinical skills or simulation center working through clinical cases. These experiences allow the students a level of autonomy not ordinarily given to medical students in the clinical setting, and thus push them to sharpen their clinical reasoning or procedural

skills. The faculty debriefing these experiences also has an opportunity to review the scientific underpinnings of the clinical presentations.

Selectives

ACE includes six weeks of selectives. Two of the weeks are embedded in the Medicine clerkship and must be taken in a subspecialty of Internal Medicine. For the other four weeks of selective (two in each of the remaining trimesters), the third year students select from a variety of specialty and subspecialty experiences offered only at the School of Medicine (unlike fourth year students who are permitted to pursue elective experiences at institutions other than the School of Medicine).

Elective Options

The Registrar of the School of Medicine screens all students' extramural elective choices at LCME/CACMS-accredited institutions. Elective experiences proposed by students at non-LCME/CACMS-accredited programs, including international programs, require submission by the student of a statement of the goals, objectives and learning activities of the experience. This constitutes an application for consideration of the elective, which must be signed by the student's site preceptor, who also ensures completion of the student's assessment. The Associate Dean for Advanced Clinical Learning approves all electives at LCME/CACMS-accredited institutions and the Vice Dean/Dean of Academic Affairs approves all electives at non-LCME/CACMS-accredited programs.

Visiting fourth-year medical students are invited to apply for elective rotations offered by each of the clinical departments of the School of Medicine.

All students attending LCME Accredited Medical Schools are required to use the AAMC Visiting Student Application Service (VSAS) software for the School of Medicine electives. Those students attending Osteopathic schools participating in VSAS are also required to use the VSAS system for application submission.

For a full description of eligibility requirements for an elective rotation, please visit:
<http://medicine.hofstra.edu/education/visiting/index.html>

Reflection, Integration, and Assessment, or RIA, Weeks

In keeping with the School's philosophy that assessment drives learning, RIA Weeks devoted to Reflection, Integration, and Assessment are included regularly throughout the curriculum. These RIA Weeks occur at the end of every course during the First 100 Weeks and at the end of every 12-week cycle during the third year.

The majority of formative and summative assessment occurs within the span of these weeks. During each RIA Week of the First 100 Weeks, students complete a summative short answer essay exam, summative Structure laboratory exam, and formative multiple choice questions, and they participate in a variety of formative and summative standardized and simulated clinical encounters. The diagram below depicts the structure of an RIA Week during the First 100 Weeks.

During the Second 100 Weeks, RIA Week assessments include oral and shelf exams, as well as simulations, standardized patient encounters, and post-encounter written exercises.

Preparation for Residency

Second 100 Weeks: Fourth Year - 40 Weeks									
Preparation for Residency									
4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks
Elective	Medicine/ Pediatrics Acting Internship	Elective	Emergency Medicine Acting Internship	Career Development	Elective	Critical Care Acting Internship	Elective	Career Development	Elective

The fourth year of the medical education program, “Preparation for Residency (PREP),” includes three required AIs in medicine or pediatrics, critical care, and emergency medicine. These AIs are specifically designed to prepare students for residency and the level of responsibility and supervision expected during postgraduate training. Students round out and customize their experiences with electives in clinical medicine and/or research. These choices balance an individual student’s career interests with ongoing competency-based skills development prior to the beginning of postgraduate training. Students are encouraged to spend at least half of their elective time in areas unrelated to their primary field of interest.

First 100 Weeks & Second 100 Weeks Contact Information

First 100 Weeks

Name Title	Course Component	Course Name	Email Phone Number
Ahuja, Taranjeet, DO Director	Patient, Physician, and Society	CPR, BI, FTB, HOM, IE, HC	taranjeet.ahuja@hofstra.edu (516) 463-7565
Bangeranye, Catherine, PhD Director	Health, Disease, and Intervention	FTB	catherine.bangeranye@hofstra.edu (516) 463-7340
Block, Lauren, MD Director	Transitions	Transitions	lblock2@nshs.edu (516) 463-7563

Name Title	Course Component	Course Name	Email Phone Number
Block, Lauren, MD Director	Patient, Physician, and Society	CPR, BI, FTB, HOM, IE, HC	lblock2@nshs.edu (516) 463-7563
Brenner, Judith, MD Director	Patient, Physician, and Society	CPR, BI, FTB, HOM, IE, HC	judith.brenner@hofstra.edu (516) 463-7590
Elkowitz, David, DO Associate Director	PEARLS	CPR, BI, FTB, HOM, IE, HC	david.elkowitz@hofstra.edu (516) 463-7511
Elkowitz, David, DO Director	Structure	CPR, BI, FTB, HOM, IE, HC	david.elkowitz@hofstra.edu (516) 463-7511
Farina, Gino, MD Director	Transitions	Transitions	gfarina@nshs.edu 718-470-7501
Frankfurt, Maya, PhD Director	Health, Disease, and Intervention	HOM, HC	maya.frankfurt@hofstra.edu (516) 463-7502
Gindea, Aaron, MD Director	Health, Disease, and Intervention	HOM	agindea@nshs.edu (516) 627-6622
Hill, Robert, PhD Director	Structure	CPR, BI, FTB, HOM, IE, HC	robert.v.hill@hofstra.edu (516) 463-7266
Jauhar, Sandeep, MD Director	Health, Disease, and Intervention	HOM	sjauhar@nshs.edu (718) 470-4360
Kanner, Ronald, MD Director	Health, Disease, and Intervention	HC	rkanner@nshs.edu (718) 470-7311
Kwiatkowski, Thomas, MD Director	Health, Disease, and Intervention	CPR	thomas.kwiatkowski@hofstra.edu (516) 463-7551
Lipton, Jeffrey, MD, PhD Director	Health, Disease, and Intervention	BI	jlipton@nshs.edu (718) 470-3460
Lucito, Robert, PhD Director	Health, Disease, and Intervention	BI	robert.lucito@hofstra.edu (516) 463-7562
Miller, Ellen, MD Director	Health, Disease, and Intervention	FTB	ehmiller@nshs.edu (516) 463-7553
Rennie, William, MD Director	Health, Disease, and Intervention	CPR	wrennie@nshs.edu (516) 463-7554
Rennie, William, MD Director	Structure	CPR, BI, FTB, HOM, IE, HC	wrennie@nshs.edu (516) 463-7554

Name Title	Course Component	Course Name	Email Phone Number
Sorrentino, Gina, PhD Director	Health, Disease, and Intervention	CPR	gina.sorrentino@hofstra.edu (516) 463-7504
Sorrentino, Gina, PhD Director	Structure	CPR, BI, FTB, HOM, IE, HC	gina.sorrentino@hofstra.edu (516) 463-7504
Stern, Joel, PhD Director	Health, Disease, and Intervention	IE	joel.n.h.stern@hofstra.edu (516) 463-7378
Willey, Joanne, PhD Director	Health, Disease, and Intervention	IE	joanne.willey@hofstra.edu (516) 463-6542

Second 100 Weeks

Name Department	Email Phone Number
Pearlman, R. Ellen, MD Associate Dean for Advanced Clinical Learning	r.e.pearlman@hofstra.edu 516-463-7512
ACE Directors	
Barone, Stephen, MD Pediatrics ACE	sbarone@nshs.edu 718-470-3204
Chang, Jerry, MD Psychiatry ACE	jchang4@nshs.edu 718-470-8384
Goldin, Mark, MD Medicine ACE	mgoldin@nshs.edu 718-470-3377
Grant-Guimares, Jamilah, MD Pediatrics ACE	jgrant4@nshs.edu 718-470-3659
Huston, Jared, MD Surgery ACE	jhuston@nshs.edu 516-233-3610
Kalyon, Bilge, MD Surgery ACE	bkalyon@nshs.edu 516-233-3610
Kuno, Kaz, MD Obstetrics and Gynecology ACE	kkuno@nshs.edu 516-622-5100
Rabin, Jill, MD Obstetrics and Gynecology ACE	jrabin@nshs.edu 718-470-7848
Stevens, Scott, MD Neurology ACE	sstevens2@nshs.edu 516-325-7060
Acting Internships (AIs) Directors	
Farina, Gino, MD AI Director	gfarina@nshs.edu 718-470-7501

Name Department	Email Phone Number
Ahmad, Syed, MD Medicine AI Site Director	sahmed@nshs.edu 516-562-2945
Barone, Stephen, MD Pediatrics AI Site Director	sbarone@nshs.edu 718-470-3204
Huston, Jared, MD Surgery AI Site Director	jhuston@nshs.edu 516-233-3610
Kessel, Aaron, MD Pediatric Critical Care AI Site Director	akessel@nshs.edu 718-470-3330
Lamantia, Joe, MD Emergency Medicine AI Site Director	jlamanti@nshs.edu 516-562-1244
LeDoux, David, MD Neurosurgery ICU AI Site Director	dledoux@nshs.edu 516-562-3590
McGeechan, Stacy, MD Pediatrics AI Site Director	smcgeechan@nshs.edu 718-470-3495
Narasimhan, Mangala, MD Pulmonary and Critical Care AI Site Director	mnarasimhan@nshs.edu 516-465-5400
Nicastro, Jeffrey, MD Surgery AI Site Director	jnicastro1@nshs.edu 718-470-7323
Singh, Narendra, MD Surgery AI Site Director	nsingh@nshs.edu 516-562-2993
Taurassi, Cheryl, MD Pediatric Critical Care AI Site Director	ctaurassi@nshs.edu 718-470- 3330

MD/PhD Program

Students enrolled in the MD/PhD program complete the MD curriculum as well as four longitudinal seminar courses in Critical Readings and Topics in Translational Medicine; Model Organisms in Biomedical Research; Rational Drug Design and Research Ethics and Responsible Conduct of Research. They also conduct significant, original scholarly research that culminates in peer-reviewed publication and interact with students in the PhD in Molecular Medicine and Elmezzi graduate programs.

MD/PhD students receive their PhD degree in The Molecular Basis of Medicine. The emphasis of this program is to train individuals to pursue scholarly activity in biomedical, translational and clinical research with the goal of transforming and improving medical care. The unique aspects of this program are the emphasis on the study of human disease and on application of that study to clinical practice.

PhD Program

The purpose of the PhD program in the Molecular Basis of Medicine is to train a diverse cadre of individuals in the performance of biomedical, translational and clinical research. This program addresses a national need for individuals skilled in investigative techniques and methodologies who wish to employ their skills to improve our understanding of disease risk, pathogenesis, prevention and treatment with the goal of transforming and improving medical care. The unique aspects of this program are the emphasis on the study of human disease and on application of that study to clinical practice.

MD/MPH Program

The MD/MPH dual degree program is a special program designed for Hofstra North Shore-LIJ School of Medicine students who are interested in acquiring public health knowledge and skills. The educational mission of the MD/MPH dual degree program is to graduate physicians with an enhanced understanding of the social, behavioral, economic and political determinants of health, and the skills necessary to apply this knowledge to improve the health of populations through leadership in patient care, research, education, health care policy analysis and community empowerment.

Medical students are eligible to apply for admission to the MD/MPH degree during their 3rd year. The goal of the MD/MPH Program is to facilitate the attainment of both degrees within five years. Accepted MD/MPH students will take an additional year between their third and final (fifth) year of training to complete the majority of their MPH coursework during one year's time. Most MD/MPH students will use a portion of their elective time during their 4th year of medical school to complete the field internship and culminating research experience.

Students accepted into the MD/MPH program will be granted credit toward the MPH degree based on the Patient, Physician and Society components, including the Initial Clinical Experience (ICE) of their First 100 Weeks curriculum, and the Advanced Clinical Experience (ACE Continuity Clinic) of the Second 100 Weeks. MD/MPH students also are required to complete 36 credit hours of public health core courses, including a 3-credit supervised field internship and a 3-credit supervised culminating research experience.

To learn more about Hofstra's MPH curriculum, program, faculty, students and alumni, please visit www.hofstra.edu/publichealth.

FACULTY RESOURCES

Introduction
Faculty Teaching Skills
Faculty Development
Faculty Research Resources
Faculty Mentorship
Continuing Medical Education (CME)

Introduction

The School of Medicine provides extensive training resources to all faculty members engaged in curricular design and implementation, student assessment, and assessment of educational program effectiveness. Activities that support development of faculty teaching and assessment skills are organized centrally by the School through its Associate Dean for Educational Skills Development, who also serves as Assistant Vice President of Faculty Development for the Health System, thereby facilitating broad awareness of their availability. While organized centrally, these activities and resources are offered centrally, departmentally and individually, and are led by individuals with specific backgrounds in educational science, including School of Medicine faculty and administrative staff as well as national leaders in medical education.

Interested faculty members also may avail themselves of Hofstra's Faculty Computing Services group, which offers one-on-one consultation and development assistance to faculty members as they implement technological approaches to learning in their courses.

Faculty Teaching Skills

Prior to assuming their teaching roles, all new faculty members participate in a required orientation program, coordinated jointly by the Offices of Medical Education and Academic Affairs. This structured, focused program addresses teaching skills and learning models, and also ensures familiarity with and linkage of these skills with the mission, goals, values, competencies, educational program objectives, infrastructure, and policies and procedures of the School of Medicine. In addition, all clinical faculty members participating in the integrated Structure laboratories receive pre-session, active learning technique training led by the Structure course directors. All PEARLS faculty receive a minimum of 15 hours of training, which includes direct observation and feedback by the director of the PEARLS curriculum. All faculty leading non-PEARLS sessions receive in-person orientation and training by the course directors and the Associate Dean for Educational Skills Development, as well as the offer of peer evaluation of session plan and content.

Faculty members serving as ICE preceptors receive between 6 to 8 hours of preparatory training during the academic year. ICE Site Directors receive the same 6 to 8 hours of preparatory training, and faculty development is incorporated into every monthly Site Director meeting. Finally, all faculty members who participate as clinical skills development coaches and assessors receive between 1 to 2 hours of session-specific faculty development, led by the Associate Dean for Curricular Integration, prior to each RIA week.

Discipline-specific ACE Directors receive 20-24 hours of preparatory faculty development prior to the first year of ACE, followed by quarterly ongoing faculty development. Faculty members serving as ACE preceptors receive 6- 8 hours of preparatory training, followed by semi-annual ongoing faculty development.

In addition to this pre-course and pre-clerkship intensive training, all members of the faculty are able and encouraged to participate in an ongoing series of faculty teaching skills development workshops.

Faculty Development

Our philosophy supports the faculty member as an individual and as a member of an academic department, a driving force behind the School of Medicine; therefore, assisting that person to be as productive as possible will assure the entire institution is more productive.

The most common focus for faculty development programs is to enhance and support the faculty member in their role as an educator. Programs focus on curriculum development, course design, pedagogy and assessment of learning. A second frequent focus of faculty development programs is the faculty member as a scholar and professional. These programs offer assistance in career planning, professional development in scholarly skills such as grant writing, presenting, publishing, committee work, administrative work, supervisory skills, and a wide range of other activities expected of faculty.

For further information, please visit the School of Medicine's Faculty Development website at: <http://medicine.hofstra.edu/faculty/facdev/index.html>

Faculty Research Resources

Faculty members are encouraged to enhance their skills in research methodology, grant procurement and publication development through focused, specific activities and through comprehensive research education, training, and career development programs. These focused activities are centrally organized and comprise the Public Research Education Program (PREP), a series of CME-accredited mini-courses developed by the Grants Management Office, Office of Research Compliance and the Institutional Review Board of the Health System. The PREP is available both in a live and in a video/online format, and is offered free of charge to all students, faculty, staff, interested research collaborators, and community partners of the School of Medicine.

The topics of the current academic year's courses are:

1. Promoting Objectivity in Research
2. Optimizing Poster Presentations
3. Mock IRB
4. Evidence-Based Resources and Search Strategies
5. Finding Funding
6. Research Documentation
7. How Can Culture and Diversity Improve Your Study Design?
8. Design of Case Control and Cohort Studies
9. Intermediate Abstract Writing
10. Coverage Analysis
11. Clinical Research Billing
12. Survival Analysis
13. Radiation Safety for Laboratory Research
14. Providing Credible, Reliable Data
15. Determining Sample Size in Clinical Trials
16. Radiation, MRI and Laser Safety in Clinical Research
17. How to Write a Publication
18. Public Registration of Research Studies on Clinicaltrials.gov

19. Reliability, Validity and Questionnaire Design
20. Medical Devices 101
21. Efficient Conduct of Clinical Research: An Experienced Coordinator's Perspective
22. Privacy and IT Security for Researchers
23. Research with Children
24. Laboratory Animal Research
25. Unanticipated Problems Involving Risk to Subjects or Others
26. Research Compliance: Laboratory Animal Care and Use at the Feinstein Institute
27. Managing Non-Compliance Issues with Good CAPAs: the CAPA Template
28. Writing a Grant: Pitfalls and Fixes
29. Building Clinical Trial Budgets
30. Exploratory Data Analysis and Data Transformation

During the current academic year, over 830 faculty members, residents and students attended live programs, and there were more than 1700 online views. The faculty of the PREP series is available, as requested, for departmental workshops on grant writing, quantitative and qualitative data collection and analysis, research design, and budget development.

Office of Grants Management

The **Office of Grants Management at the Hofstra North Shore-LIJ School of Medicine** works collaboratively with Hofstra University's Office of Research and Sponsored Programs and with the North Shore-LIJ Health System's Grants Management Office at the Feinstein Institute for Medical Research. The Office of Grants Management assists the School of Medicine community by providing the following services:

- Funding Opportunities Research
- Proposal Development
- Proposal Writing
- Review, Revision and Editing
- Proposal Evaluation and Submission
- Administrative Oversight for Awarded Projects

The Office of Grants Management is committed to the success of all grant proposals submitted by the School of Medicine community. The office's mission can be best described through the following four core goals:

- 1) Identify and disseminate funding opportunities to the School of Medicine community
- 2) Assist in the development and submission of grant applications
- 3) Educate the School of Medicine community on policies, procedures and regulations that impact the development, submission and procurement of funding
- 4) Oversee awards to assure appropriate stewardship of sponsors

Investigators are encouraged to make an appointment with the Director of Grants Management to discuss their proposals. In addition to the Office of Grants Management at the Hofstra North Shore-LIJ School of Medicine, Hofstra University and the North Shore-LIJ Health System offer several resources that are designed to assist School of Medicine community members in the development, submission and implementation of their scholarly work.

Services at Hofstra University

[The Office for Research and Sponsored Programs at Hofstra University](#)

The Office of Grants Management at the Hofstra North Shore-LIJ School of Medicine works with the Office for Research and Sponsored Programs to submit applications on behalf of the School of Medicine.

[Institutional Review Board \(IRB\) at Hofstra University](#)

The Office of Grants Management at the Hofstra North Shore-LIJ School of Medicine is available to assist investigators in preparing their IRB applications and provide support during the IRB review and approval process. Hofstra North Shore-LIJ School of Medicine applications submitted through this IRB are projects that do not include patient interventions.

Services at the North Shore-LIJ Health System

[Grants Management Office of the Feinstein Institute for Medical Research](#)

The Office of Grants Management at the Hofstra North Shore-LIJ School of Medicine works with the Grants Management Office (GMO) to submit applications on behalf of the School of Medicine.

[The Office of the Institutional Review Board \(IRB\) at the North Shore-LIJ Health System](#)

[Public Research Education Program \(PREP\)](#)

[The Center for Learning and Innovation \(CLI\)](#)

[Bioskills Education Center](#)

Faculty Mentorship

In addition to providing the above resources to assist faculty in the development, funding, and implementation of scholarly inquiry, the School of Medicine has both a formal, required mentorship program for junior faculty and an environment conducive to establishment of informal mentored relationships. Formal mentoring for junior faculty begins upon appointment to the faculty. Each department chair is responsible for pairing each new assistant professor with a senior faculty mentor in his/her Department. This mentor guides the junior faculty member in developing a professional career plan that includes the teaching, research, and service components of being a member of an academic medical community. As the career trajectory of each junior faculty evolves, additional mentors may be identified and incorporated into a mentorship team. Faculty mentees are encouraged to review their annual self-assessments with their mentor(s) and to collaboratively design the individualized development plan whose continual tracking constitutes part of the annual review process. Mentors, however, serve no role in evaluation of their mentees.

The effectiveness of the mentorship relationship is specifically evaluated as part of each annual faculty review. Because service as a mentor is viewed as an essential responsibility of the School's senior

faculty, the quality and effectiveness of the mentorship relationship constitutes a portion of the annual review of not only junior, but also senior members of the faculty. The success of the program is evaluated annually by the Vice Dean/Dean for Academic Affairs with the assistance of faculty annual review data compiled by the Office of Academic Affairs. These data are shared with each department chair and used to evaluate and improve the quality and effectiveness of the School's faculty career development program. In addition to the formal mentorship program for all junior faculty members, the School of Medicine participates in two additional faculty career development programs: the Physician High Potential Program and the Chairs' Development Program.

The physical setting of the School of Medicine is intentionally designed to be conducive to faculty gatherings, leading to informal discussions about scholarship, teaching, and learning best practices. This informal peer-to-peer mentoring not only assures that the curriculum is dynamic and current, but also promotes an environment in which junior and senior faculty members develop collaborative scholarly project ideas that extend across disciplines and include students.

Continuing Medical Education (CME)

Medical students are invited to attend all North Shore-LIJ Health System Continuing Medical Education (CME) conferences and programs, free of charge. Information regarding upcoming and ongoing activities is available on the CME website, located at: <http://www.northshorelij.com/hospitals/professional-education/continuing-medical-education>. In addition, departments regularly contact the Office of Academic Affairs at the School of Medicine to specifically highlight CME programs of interest to the medical student body. CME at the School of Medicine is a vital part of the community, an important element of the continuum of medical education and a valued agent for change and improvement that all medical students are encouraged to participate in.

FACULTY SUPPORT SERVICES

Benefits and Payroll
I.D. Cards (HofstraCard)
Keys
Mail Center
Network Accounts
Faculty Computing Services (FCS)
Emergency/Urgent Service Contact Information

Benefits and Payroll

For Benefits and Payroll, please visit the following:

Hofstra University

Benefits: http://www.hofstra.edu/about/hr/hr_benefits.html

Payroll: <https://my.hofstra.edu/Employee/main/index.jsp>

North Shore-LIJ Health System

Benefits and Payroll: <http://ess.nsljweb.com/>

I.D. Cards (HofstraCard)

Sondra and David S. Mack Student Center, Suite 110
Hours: Monday through Friday, 9:00a.m. to 5:00p.m.
516-463-6942

hofstracard@hofstra.edu

http://medicine.hofstra.edu/faculty/faculty_support_idcards.html

To acquire your HofstraCard, go to the HofstraCard Services Office. The staff in the office will verify that your name is in their databases and will then take your picture and produce a photo I.D. card, which includes your unique University 700 I.D. number.

All currently registered students and current employees (faculty, staff and administrators) are required to have a HofstraCard. The I.D. Card is the property of Hofstra University. It must be carried at all times and presented to University officials upon request. The I.D. Card is non-transferable. Unauthorized use, alteration or duplication for fraudulent use warrants confiscation and/or disciplinary action. The I.D. Card become invalid upon termination of affiliation with the University and must be surrendered upon request.

The Hofstra I.D. Card is your photo identification for Hofstra University. It is also used to access facilities and technology at the University. When entering various facilities on campus, staff members will ask you to present your card, or you may be required to swipe your card through a magnetic card reader. Facilities requiring the Hofstra I.D. Card for access include, but are not limited to the following: the Recreation Center, the Swim Center, Hofstra USA, the Joan and Donald Axinn Library, the Computer Labs, the John Cranford Adams Playhouse, and all Residence Halls. The Hofstra I.D. Card also serves as the Hofstra University Libraries' borrower's card.

Keys

Physical Plant Department

Plant Building, South Campus (behind Hagedorn Hall and east of Shuart Stadium and Margiotta Hall)
516-463-6619

Hours: Monday through Friday, 7:00a.m. to 5:00p.m.

http://medicine.hofstra.edu/faculty/faculty_support_keys.html

Office keys as well as other needed keys are requisitioned by the Department Chair through the Office of the Dean. When the key(s) are ready, faculty will pick up their key(s) from the Administrative Office (Room 116) located at the University's Physical Plant Building. Faculty need to bring their Hofstra I.D. Card in order to receive their key(s). Faculty must sign for keys they are issued. If a key is lost or stolen, faculty should contact the Office of the Dean.

Mail Center

Butler Annex, South Campus (behind Gittleson Hall and south of the Career Center)
516-463-6883

http://www.hofstra.edu/Home/News/UR/Pubs/Pubs_mailcenter.html

The Mail Center provides delivery and pickup service for Hofstra’s incoming, outgoing and inter-office mail pieces every day for administrators, faculty, and staff. As the University’s liaison with the U.S. Postal Service, the Mail Center assists with first-class, certified, express, insured, priority, and registered mail. The Mail Center makes UPS’s CampusShip Desktop Service available on any office computer. When processing either first-class or nonprofit bulk mail, the Mail Center often simplifies mailings with its addressing system and inserting machine. Mail Center suggestions on mail piece design, mailing formats, and list management often optimize delivery time and minimize costs.

Network Accounts

A unique network ID and password (network account) provides members of Hofstra University community with access to a variety of computer systems throughout the University. A network account is intended to provide faculty, students, and staff basic access to Hofstra University network academic and administrative software applications and internet services. The account allows authorized users to access sensitive information, which may be protected by laws such as FERPA and HIPAA. It is each user's responsibility to maintain the confidentiality of their network ID and password.

For further information about Network Accounts, please visit:
http://medicine.hofstra.edu/faculty/faculty_support_network.html

Faculty Computing Services (FCS)

215 McEwen Hall
 516-463-7777 (choose option 2, then option 1)
<http://www.hofstra.edu/About/IT/itfcs/index.html>
 Hours: Monday through Thursday, 8:00a.m. to 8:00p.m.
 Friday 8:00a.m. to 5:00p.m.

Interested faculty members may avail themselves of Hofstra’s Faculty Computing Services group, which offers one-on-one consultation and development assistance to faculty members as they implement technological approaches to learning in their courses.

Emergency/Urgent Service Contact Information

* When using on-campus phones to call other campus numbers, always press 3 first followed by the last four digits of the phone number.

** When using on-campus phones to dial off campus, always press 9 first.

Hofstra University Public Safety Department: For police, fire or medical	516-463-6789
For information	516-463-7878
For all other inquiries	516-463-6606
Hofstra University Campus Alert Hotline	516-463-1234
North Shore-LIJ Health System’s Center for Emergency Medical Services (CEMS)	855-432-7811

Center For Disease Control (CDC) 24-Hour Emergency Hotline	888-448-4911
Hofstra University Health and Wellness Center	516-463-6745
Hofstra University Student Counseling Services	516-463-6791
Hofstra University Help Desk/Tech Support	516-463-7777
North Shore-LIJ Health System Help Desk/Tech Support	718-470-7272

CAMPUS SERVICES

Dining Options
 Campus Safety
 Hofstra University Bookstore
 Banking
 Visitors Center
 Infant & Child Care Center
 Recreation and Intramural Sports

Dining Options

School of Medicine

The School of Medicine Café offers a variety of food and beverages, and accepts the HofstraCard as payment via the student's dining plan.

Hours: Monday through Thursday, 7:30a.m. to 7:00p.m.
 Friday, 7:30a.m. to 2:00p.m.

Hofstra University

The University offers an array of dining options in a variety of locations, with convenient hours, and with tax-free sales. All campus dining locations accept the HofstraCard.

The options include:

- Au Bon Pain
- Axinn Library Café
- Bits & Bytes Café
- Breslin Kiosk
- Café on the Quad
- CV Starr Café
- Cyber Café
- Dutch Treats/Hof USA
- Law School Kiosk
- Medical School Café
- Netherlands Café
- Student Center Café

Complete information about dining plan options is found at:

http://www.hofstra.edu/studentaffairs/studentervices/dining/dining_mealplans.html

Campus Safety

Hofstra University - David S. Mack Public Safety and Information Center

The David S. Mack Public Safety and Information Center is located on the southeast corner of Hempstead Turnpike and California Avenue and is the headquarters for the Department of Public Safety which works 24 hours a day, seven days a week, to ensure the well-being of the Hofstra community. Several of the services provided by the Department of Public Safety are listed below. For a full list of services offered by the Department of Public Safety, please visit:

<http://www.hofstra.edu/about/publicsafety/index.html>. **In an emergency, please call 516-463-6789.**

For information, call 516-463-7878 and for all other inquiries, call 516-463-6606.

Annual Security and Fire Safety Report: Hofstra University's Annual Security and Fire Safety Report contains information regarding security and personal safety, including topics such as crime prevention, fire safety, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. The report also contains information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Hofstra University; and on public property within, or immediately adjacent to and accessible from, the campus. A copy of this report can be obtained by contacting the Department of Public Safety at 516-463-6606 or by downloading the page in Adobe Acrobat format at: http://www.hofstra.edu/About/PublicSafety/pubsaf_csr.html.

Emergency Response Plan: The Hofstra University Emergency Response Plan is a procedural document for organizing, coordinating and directing available resources toward the control of an emergency. The plan includes a chain of command establishing the authority and responsibility of various individuals. As with any document of this nature, the plan should be seen as a living text, subject to changes, update and revision as the environment of the University changes.

For further information about the Hofstra University Emergency Response Plan, please visit:

<http://www.hofstra.edu/About/PublicSafety/emproc/index.html>.

Transportation: The Hofstra University train shuttle provides transportation throughout the campus to members of the Hofstra community. There are also scheduled stops at the Hempstead and Mineola Long Island Rail Road stations as well as at local shopping, dining and entertainment venues. For schedules and information, visit: www.hofstra.edu/shuttle. Campus shuttle schedules are subject to change when there are changes in the train schedule or for any unforeseeable circumstances.

The night shuttle will run through the neighborhoods surrounding Hofstra during the overnight hours, from 10:00p.m. until 5:00a.m., traveling from various points on North and South campus, to local eating and entertainment establishments, and through areas of Hempstead and Uniondale where many students live. A Hofstra ID must be presented to the driver. The shuttle will provide students who work and study late, or who need to travel to off-campus residences and back, with regular and reliable transportation.

The shuttle can be tracked on a smartphone or online via GPS. The shuttle, either a small white bus or a gray Hofstra passenger van, will run in approximately 30 minute loops and will have regular stops.

For further information about the night shuttle, please visit:

http://www.hofstra.edu/about/publicsafety/pubsaf_nightshuttle.html.

Campus Alert Notification Network: The Campus Alert Notification Network, or CANN, is a comprehensive notification structure in place to alert the campus community in the event of an emergency.

In the case of an immediate emergency, the campus public address system will be activated alerting the campus community to check one of the following for important information and/or instructions:

- Your phone or text message (participation required)
- www.hofstra.edu and the **campus alert** page of the website.
 - In the event of an emergency, information will also be posted on **Twitter** and **Facebook**
- The campus alert hotline: 516-463-1234
- The Hofcast network, now available on LCD screens in all academic buildings, in addition to highly trafficked sites around campus.
- The Hofstra television service - all stations on the Hofstra service will be interrupted in case of an emergency.
- The Hofstra radio station - WRHU Radio Hofstra University 88.7 FM.

Sign up online at My.Hofstra.edu by providing your personal telephone contact information. For further information about CAAN, please visit:

http://www.hofstra.edu/about/publicsafety/emproc/emproc_cann.html.

Student Escort: Student escorts are available daily between dusk and dawn to walk any member of the Hofstra community to his or her car or residence hall. Student escorts receive special training, are equipped with Hofstra University radios, and assist the Department of Public Safety in reporting any suspicious activity. Student escorts wear blue shirts and yellow jackets for easy identification. To request an escort, call 516- 463-6606 or ask a Public Safety Officer for assistance.

Hofstra University Bookstore

Sondra and David S. Mack Student Center
516-463-6654

Hours: Monday through Wednesday, 10:00a.m. to 6:30p.m.
Thursday & Friday, 10:00a.m. to 4:00p.m.
Saturday, 11:00a.m. to 4:00p.m.

<http://hofstra.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=22561&catalogId=10001&langId=-1>

Banking

TD Bank

Sondra and David S. Mack Student Center

Hours: Monday through Thursday, 9:00 a.m. to 8:00 p.m.

Friday, 9:00 a.m. to 6:00 p.m.

Saturday, 10:00 a.m. to 4:00 p.m.

Sunday, 11:00 a.m. to 2:00 p.m.

http://www.hofstra.edu/studentaffairs/studentservices/stsv_td_bank.html

Visitors Center

Hofstra University is a fully engaged member of the Long Island community. Hofstra's campus offers visitors a wide variety of activities and services, students are engaged in community service, and faculty and administrators are active participants and leaders. In addition, the University offers many educational and civic engagement opportunities for students and visitors throughout the year. Hundreds of cultural events are hosted on the beautiful 240-acre campus in Hempstead, New York. As an arboretum, there are few places on Long Island that provide a better place for a beautiful walk, while Hofstra's sports facilities are a great place to see the nation's highest level of collegiate athletics. From the varied visual arts to the numerous theatrical and musical performances, there are ample opportunities for must-see events, while Hofstra University Continuing Education provides opportunities to advance various career paths or the chance to learn a new skill.

For further information about the Visitors Center, please visit:

<http://www.hofstra.edu/visitors/index.html>.

Infant & Child Care Center

The Diane Lindner-Goldberg Child Care Institute offers a quality early education program for infants, toddlers and preschoolers. The Child Care Institute (CCI) is licensed and in the spring of 2009 was reaccredited by The National Association for the Education of Young Children (NAEYC).

Enrollment is year-round, and is open to the Hofstra Community and families living or working on Long Island. DSS subsidy and scholarship programs may be available for those that meet income eligibility guidelines.

516-463-5194

Hours: Monday through Friday, 7:30a.m. to 5:30p.m.

http://www.hofstra.edu/community/slzctr/slzctr_childcare.html

Recreation and Intramural Sports

The Department of Recreation and Intramural Sports offers a wide variety of sport activities, fitness programs and recreational facilities for the entire campus community. The Office is located in the David S. Mack Fitness Center, on the North Campus, east of Colonial Square.

The Department's mission is to educate the campus community on the value of a healthy lifestyle and to enhance the physical well-being of all, particularly the students. Supporting a healthy lifestyle is accomplished by offering diversified recreational programs along with premier facilities that encourage active participation in both a formal and informal setting.

Students and faculty are encouraged to utilize the fitness facilities on campus, participate in the many recreational programs offered, and live a healthy lifestyle.

Participation is encouraged through:

- Intramural Sports
- Recreation Events
- Group Exercise Classes
- Club Sports

Hours: Monday through Thursday, 6:00a.m. to 10:50 p.m.

Friday, 6:00 a.m. to 8:50 p.m.

Saturday & Sunday, 10:00 a.m. to 7:50 p.m.

For more information about the Department of Recreation and Intramural Sports, visit their website at: www.hofstra.edu/recreation or call 516-463-4037. A valid HofstraCard is required at all times upon entry into the Fitness Center.

POLICIES

Academic Policies

http://medicine.hofstra.edu/about/policies/policies_academic.html

Admissions Policies

http://medicine.hofstra.edu/about/policies/policies_admissions.html

Communications Policies

http://medicine.hofstra.edu/about/policies/policies_communications.html

Conflict of Interest Policies

http://medicine.hofstra.edu/about/policies/policies_coi.html

Facilities Policies

http://medicine.hofstra.edu/about/policies/policies_facilities.html

Faculty Affairs Policies

http://medicine.hofstra.edu/about/policies/policies_facultyaffairs.html

Financial Aid Policies

http://medicine.hofstra.edu/about/policies/policies_finaid.html

Grants Management and Research Policies

http://medicine.hofstra.edu/about/policies/policies_research.html

Human Resources Policies

http://medicine.hofstra.edu/about/policies/policies_humanresources.html

Information Technology Policies

http://medicine.hofstra.edu/about/policies/policies_it.html

Legal Policies

http://medicine.hofstra.edu/about/policies/policies_legal.html

Student Affairs Policies

http://medicine.hofstra.edu/about/policies/policies_studentaffairs.html

TRAVEL DIRECTIONS

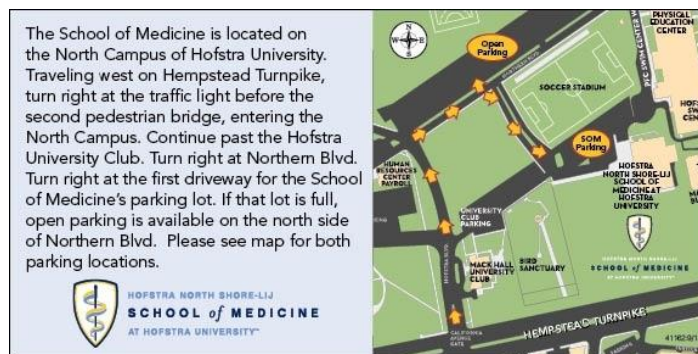
Hofstra North Shore-LIJ School of Medicine

Hofstra University

North Shore-LIJ Health System

Hofstra North Shore-LIJ School of Medicine

Hofstra North Shore-LIJ School of Medicine is located at: 500 Hofstra University, Hempstead, NY 11549.



By Car:

From New York City: From the Queens Midtown Tunnel, continue on the Long Island Expressway (I-495) East to exit 38, Northern State Parkway East, to the Meadowbrook Parkway South (exit 31A) ... Stay on the Meadowbrook Parkway until Exit M4 (sign reads "Hempstead" and "Coliseum") ... Follow "From All Points," below.

From southern New Jersey, southeast Pennsylvania, Maryland, Washington, D.C., and Virginia: Take N.J. Turnpike to Exit 13 ... Follow Route 278 to Verrazano-Narrows Bridge ... Take left exit off bridge onto the Belt Parkway East ... Take that to Exit 25A (Southern State Parkway East - the Belt Parkway splits, stay left) ... Take that to Exit 22N (Meadowbrook Parkway North) ... Stay on the Meadowbrook Parkway until Exit M4 (sign reads "Hempstead" and "Coliseum") ... Follow "From All Points," below.

From northwestern New Jersey, northern Pennsylvania, and the Middle States: Take either Interstate 78, Interstate 80, US Route 22, New Jersey Route 4, or New Jersey Route 17 to the George Washington Bridge ... Proceed over the bridge to the Cross Bronx Expressway onto the Throgs Neck Bridge ... Follow directions from Throgs Neck Bridge, detailed below.

From Upstate New York: Take New York Thruway over the Tappan Zee Bridge to Cross Westchester Expressway (Interstate 287) ... Stay on the Expressway to the New England Thruway ... Proceed south on the Thruway to Throgs Neck Bridge ... Follow directions from Throgs Neck Bridge, detailed below.

From New England: Proceed south to New England Thruway (Interstate 95) and take this to the Throgs Neck Bridge ... Follow directions from Throgs Neck Bridge, detailed below.

From the Throgs Neck Bridge: Take Cross Island Parkway (first exit over the bridge on right) to the Grand Central Parkway East (Exit 29, exit forks - stay left) ... Grand Central Parkway will become the Northern State Parkway East, follow to Exit 31A (Meadowbrook Parkway South) ... Take the Meadowbrook Parkway to Exit M4 (sign reads "Hempstead" and "Coliseum") ... Follow "From All Points," below.

From eastern Long Island: Take the Northern State Parkway West, to the Meadowbrook Parkway South (Exit 31A) or take the Southern State Parkway West to the Meadowbrook Parkway North (Exit 22N) ... Stay on the Meadowbrook Parkway until Exit M4 (sign reads "Hempstead" and "Coliseum") ... Follow "From All Points," below.

From John F. Kennedy Airport: Take the Belt Parkway East to Exit 25A (Southern State Parkway East) ... Take that to Exit 22N (Meadowbrook Parkway North) ... Stay on the Meadowbrook Parkway until Exit M4 ... Follow "From All Points," below.

From LaGuardia Airport: Take the Grand Central Parkway East ... This will become the Northern State Parkway East ... Follow this to Exit 31A (Meadowbrook Parkway South) ... Take the Meadowbrook Parkway to Exit M4 (sign reads "Hempstead" and "Coliseum") ... Follow "From All Points," below.

From MacArthur Airport: Take Veterans Memorial Highway South to Sunrise Highway West to the Southern State Parkway West ... Take that to Exit 22N, then take Meadowbrook Parkway North to Exit M4 ... Follow "From All Points," below.

From All Points: Meadowbrook Parkway to exit M4 - Hempstead Turnpike. Merge onto Hempstead Turnpike westbound. At the third traffic light, turn right onto North Campus (just before the second pedestrian bridge that crosses Hempstead Turnpike). Go straight and make a right at the second stop sign. Make your first right into the School of Medicine parking lot.

By Railroad:

From New York City: The Long Island Rail Road provides regular commuter service from Pennsylvania Station in New York City to the Hempstead station, which is less than two miles from Hofstra's campus. Pennsylvania Station is located at 34th Street and 8th Avenue, below Madison Square Garden. Take the Long Island Rail Road East on the Hempstead Branch to the final stop "Hempstead." Depending on the day and time, a complimentary Hofstra train shuttle may be waiting at the station to take visitors and students to the Hofstra campus. The shuttle makes several stops on campus. Taxis are also available for a short 5-minute trip to the Hofstra campus.

Click on the link below for a full schedule:

<http://lirr42.mta.info/>

By Bus:

The Nassau Inter-County Express provides public bus service to both Hempstead and Hofstra University, as well as other surrounding areas via Hempstead Turnpike. Click on the below link for the bus schedule to Hofstra.

http://www.nicebus.com/Maps_and_Schedules/Interactive_System_Map/IndividualMap/index.html?ID=4614

Hofstra University

http://www.hofstra.edu/visitors/visitors_info_dirmaps.html

Campus Map

http://www.hofstra.edu/pdf/about/infocenter/infocenter_print_campusmap.pdf

North Shore-LIJ Health System

https://www.northshorelij.com/find-care/locations?keywords=&zip=&latitude=&longitude=&location_type=Hospital&sort=

CONTACT US

Hofstra North Shore-LIJ School of Medicine

500 Hofstra University

Hempstead, NY 11549

516-463-7516

medicine@hofstra.edu

http://medicine.hofstra.edu/about/about_contact.html