

## **Macy Faculty Scholars**

### **2027 Informational Webinar Transcript**

#### **Peter Goodwin, MBA (PG):**

Good day everyone and welcome to the webinar for the 2027 Macy Faculty Scholars Program. I'm Peter Goodwin, interim president and treasurer at the Josiah Macy Junior Foundation.

The purpose of today's webinar is to provide you an opportunity to learn more about the Macy Faculty Scholars Program. We will share with you the vision, highlights, and information about the program, as well as the application and selection process. Our agenda today is in two parts. The first is a brief presentation, providing an overview of the program, as well as remarks from Dr. Cristina Gonzalez and Dr. Andrew Dwyer. Two members of the Macy Faculty Scholars family who will share a bit about their experience as scholars. The second part and the remainder of the time will be devoted to questions and answers. Thank you to all those who submitted questions in advance. We have tried to incorporate responses to many of these questions into this presentation, and we welcome any additional questions that may come up as you hear from our speakers.

At the end of the Q&A, we will spend our last minutes on some details you will need to know in order to submit your online application. This webinar is being recorded. You will be able to view the slides and listen to the presentation and the Q&A portion of the webinar on our website within the next week.

For any questions you have during today's presentation. Please use the Q&A function on your screen. We will answer as many questions as we can at the end of the prepared remarks.

So, let's get started with an overview of the program.

We now have 15 cohorts of Macy Faculty Scholars. 77 scholars in total, but our vision for the program remains the same as it was when we first began in 2011. To recognize, develop, and nurture the careers of promising future leaders in medical and nursing education.

We seek to make an impact on the lives of our scholars by providing them with protected time, multiple levels of formal mentoring, and a national network of colleagues who are dedicated to advancing health professions education. Our hope is that providing these resources to the scholars will create meaningful change in health professions education at their institutions and at a regional and national level. Ultimately and collectively, the scholars have become part of a national community of leaders and innovators.

One important note to highlight, this is a career development award, meaning we are just as interested in the individual as we are in the proposed project. We are interested in early career candidates for whom the program will have the maximum impact at this point in their career and who have the greatest possibility for future impact in their careers. I'll talk a bit more about this when we discuss eligibility.

That said, this is not like a K award.

Whereas a K award prepares recipients for careers in research, the Macy Faculty Scholars Program aims to develop leaders in education. Some of the highlights of the program are the following. We offer salary support, capped at \$100,000 per year for two years, to protect at least 50% of the scholars' time to pursue a mentored project at their home institution. We also offer \$25,000 per year to be used for project support and professional development.

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Scholars are formally paired with a mentor from the National Advisory Committee and a peer mentor from the group of alumni scholars. We go through a process of identifying matches that we think will be appropriate and beneficial and take into account preferences from the newly elected scholar.

Most of our first-year scholars enroll in the Harvard Macy Institutes Program for Educators and Health Professions. We pay the tuition costs for one HMI course and many scholars choose to use some of their professional development funds to attend additional HMI courses.

All scholars, whether they are in the two-year award period or alumni scholars are invited to attend the Macy Faculty Scholars Annual Meeting, which many will say is their favorite meeting of the year.

And finally, scholars will have access to a national network of Macy grantees and programs.

In just a minute, you will hear from Dr. Dwyer, a member of the 2023 cohort. If you would like to hear from other members of the 2023 and 2024 cohorts of scholars, you can do so through the Macy Foundation's Vital Voices Podcast, and our Scholar Spotlight videos found on our website, YouTube, or wherever you get your podcasts.

Links to these sites will be in the chat.

We will also be releasing brief videos featuring the 2025 scholars throughout the summer. Be on the lookout for those videos on our website and on LinkedIn in the coming weeks.

Listening to and viewing these media may give you a better sense of what we are looking for in terms of the experience and scholarship of those who are ultimately selected as scholars.

So now I'd like to turn things over to Dr. Cristina Gonzalez and Dr. Andrew Dwyer, two of our Macy Faculty Scholars alumni. Andrew finished his award period just last summer, whereas Cristina, a 10-year member of the Scholar community will be able to speak to the impact of the program over a longer period of time.

Cristina and Andrew, thank you for joining us today. I'd like to invite each of you to take a few minutes to share a bit about your time as a Scholar and how the experience affected your careers and lives. Andrew, let's start with you.

#### **Andrew Dwyer, PHD, FNP-BC (AD):**

Thank you so much for the opportunity to talk about this amazing program.

I would say for me being a Macy Faculty Scholar has been transformational and the single most important and impactful thing that's happened to me in my professional career. How it's impacted me is I've become really a leader in a different way and in my home institution. I have a network of people who share my beliefs and values and encourage me to pursue the things that are important to me. The meeting is my favorite meeting of the year. I mean, you're meeting with people who value interprofessional collaboration, ethical decision making and health equity. And these are people who've committed their careers and Cristina is really a leader in that space. So, you'll hear from her, but it's just an amazing community to be a part of. And the cohort you're in is like family. We're in regular contact and it's helped me grow into more of a

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leadership role. I've been promoted to full professor and I'm really ever grateful for being part of this family. So, I'll kind of stop there and let Cristina share some of her thoughts.

#### **Cristina Gonzalez, MD, Med (CG):**

Great, Thank you so much, Andrew. And thank you everyone for the opportunity. You're going to see me looking down a little bit at some notes because as a 10-year member of the Scholars program, I have a lot of wonderful experiences to share, and I don't want to miss them. I wanted to clarify a couple, just one quick point. When Peter said that it's different than a K award, which is of course true in that we are looking to nurture educators and not researchers. I see some familiar names in the attendees list that I want to be clear in no way does it. Does becoming a Macy Faculty Scholar bar you from being an education researcher—I am an education researcher. I've been extramurally funded since 2010. And so, I think it's important to know that my interventions are all education, and I think there's, as I said, I see some of the names I think you would be more than wonderfully set up to be able to pursue a career in education research. So just some highlights are there's so much cohort love. There's so much love across the Macy family and then like it's almost like we're a bunch of siblings in our cohort and then everybody's our cousin and our extended family and it's utterly wonderful. The annual meeting truly is just joyous and so nurturing the work. I think Macy uses the verb nurture better and more accurately than pretty much any professional organization which is such a wonderful community be a part of.

I still talk to the national advisory council, my assigned mentor was David Herby, who since retired, but I still literally talk to him every four weeks to this day and we troubleshoot and brainstorm and I just get sage advice and I'm really appreciative of that. After my first year, there was a bit of an education calamity at my prior institution in terms of a shift of priorities and my project no longer fit in their institutional goals. And the leadership at that time, it was Peter and George Thibault was the president of the time, invited me down to the offices and just said let's brainstorm on how we can help you, how we can keep your dream alive and the questions you want to answer and the contributions you want to make to education and it was so supportive. I then got a K-23 afterwards and Bridget O'Brien, who's a scholar, about a year ahead of me, she advised me on some of the methods and now we're writing one of the most sophisticated methods people have ever written. And I sat next to Eve Colson one day, assigned seating at dinner, she tells me what she wants to do and I was just in awe, I mean what she does, I'm sorry, I'm like that's just what I want to do in a different field, but getting RO1s and doing the things. And Bridget has read, excuse me Eve has read, my RO1s and helped me get successfully obtained further funding and so I think that in the nutshell because I don't want to go on and on, but I think it's important to realize that you have your two years of funding and that is transformative as Andrew was saying and watching Andrew's work and the more recent scholars work grow has been beautiful. It is like the gift that keeps on giving and the last thing I'll say is like right now for example I'm collaborating with a current scholar because we both do work in the diagnostic process and that has been completely unexpected. I'm learning from the nurse practitioner and the PhD nursing perspective; and maybe you'll see what kind of work I do, I do not want to talk about it in detail, but it is equity-based and has had some of the challenges of the last little bit, and being part of the Macy family I was able to benefit from their generosity and recognizing the problem, recognizing the additional challenge and really helping us be able to keep the research program alive and also have them help keep their investments in us continue moving forward and so it's really, we say once you're in the family you can never get out. Thanks.

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#### **PG:**

Thank you so much, Andrew and Cristina. Andrew and Cristina are going to join us or rejoin us during the Q&A portion of today's webinar but let's now consider the eligibility criteria for the program.

Applicants must be a doctorally-prepared faculty member at the sponsoring school of medicine or nursing.

The candidate is not required to be a physician or a nurse, but the candidate's faculty appointment must be within a school of medicine or nursing. If you are a faculty member at a teaching hospital that is affiliated with a medical or nursing school, you may apply but the nomination must come from the dean of the school.

The candidate should be an early career benefits eligible faculty member. We envision early career to mean roughly three to eight years of experience but please note this range is an estimate and not an absolute. We will still consider candidates outside of this range.

The candidate must be nominated by the dean of their medical or nursing school. I should note that we have an interest in candidates who represent the breadth of diversity in medicine and nursing and in the patients and populations we serve and also in building relationships with new institutions. Each nursing or medical school can nominate only one candidate. A university that has both a medical school and a nursing school can nominate one candidate from each school.

A nursing or medical school with a first-year Macy Faculty Scholar is precluded from nominating a candidate. Applicants must have an identified a senior faculty member who will serve as their mentor and provide advice on project and career development.

We've received a handful of questions about selecting a mentor. While there is no one-size-fits-all guidance to offer, mentors should have an established relationship with a scholar and be in a position to help the scholar navigate challenges at the scholar's home institution and possibly beyond. Once you have selected a mentor, we appreciate it when we see a thoughtful mentoring plan described in the letter of support as part of the application.

With respect to the education project, we are particularly interested in projects that take place in the clinical learning environment and address at least one of our three priority areas promoting equity, diversity, and belonging, increasing collaboration among future health professionals, and preparing future health professionals to navigate ethical dilemmas.

We also like to see a demonstration of appropriate institutional support for the project.

And finally, applicants must be a U.S. citizen or permanent resident.

The application includes multiple pieces. The first is the candidate statement of career objectives and personal goals for this program. We are eager to know about you as a person. What experiences led you to this point? Your career goals. We also ask you to provide a description of the education project to be undertaken. The application itself outlines the specific pieces we are most interested in.

You will have to provide a nominating letter from the dean of the school of nursing or medicine. You will have to provide a letter of support from the candidate's mentor, a letter which describes

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the characteristics that suggest the candidate's potential for impact in leadership and indicates the mentor's commitment to advise you on your project work and your career development. You will need to provide a letter from your department chair. This letter should indicate the chair's commitment to protecting the time of the candidate. And finally, a letter from one other senior faculty member is part of the application packet. This should address the personal characteristics of the candidate as a future leader.

Many of you who submit questions in advance ask what makes an application competitive. The following factors reflect the points that we consider throughout review and selection process.

Evidence that the candidate is viewed by learners as an effective educator. This may reflect it in accolades such as teaching awards. Whether the candidate is in a position to directly influence learners in the local environment. Evidence of an ability to turn daily work into scholarship that has been disseminated. The merit of the proposed education project and the likelihood that it will influence national trends in health professions education and ultimately improve the health of the public. Evidence of a strong mentor and of institutional support. And that the candidate shows potential to become a national leader in health professions education.

And let me reiterate again, this is a career development award. It is about the individual as much as it is about the project. Senior staff at the Macy Foundation will review all complete applications and semi-finalists will be selected. We typically receive around 80 applications per cycle.

National Advisory Committee will review applications of semi-finalists and finalists will be selected from that pool. The National Advisory Committee and Senior Macy Foundation staff will re-interview all finalists via video conference on January 28th and January 29th, 2027. The selected scholars will be notified by February 1st, 2027. And appointments will begin on July 1st, 2027. As you can see here, these are the dates to keep in mind throughout the application process.

Applications are due Thursday, July 30th, before midnight, eastern time. On or around January 8th, 2027, all applicants will be notified that either they are a finalist or that they have not been selected. In late January, finalists will interview with the National Advisory Committee and senior Macy staff via video conference. Shortly after the interviews, finalists will be notified whether or not they are selected. A kickoff meeting for the new scholars will take place on April 5th and 6th in Denver, Colorado, and the Macy Faculty Scholars' Annual meeting will immediately follow. The scholars' formal appointment will begin July 1st, 2027.

We will now move to the Q&A portion of the webinar. Please enter any questions you have about the Macy Faculty Scholars Program in the Q&A function on your screen. Dana Levinson, our Chief Program Officer, will be reading your questions allowed for us to discuss. So, I invite Dana to join us now. Staff are also working behind the scenes to type answers directly into the Q&A. And we will answer as many questions as we can in the time that remains.

I'd like to also ask Cristina and Andrew to join me as well. And Dana, if you are with us, you may queue up the questions for myself, Andrew and Cristina.

**Dana Levinson, MPH (DL):**

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Thank you, Peter. The first question discusses what appropriate institutional support would look like. What would the Macy Foundation consider to be appropriate in terms of institutional support? What would be a strong display of institutional support for a project?

**PG:**

Thank you for that, Dana. And thank you for whoever asked that question.

I would say that there are different levels of institutional support that we are expecting. At a minimum, we are looking for the institution to cover the fringe benefits for the scholar during this two-year award period. As I said earlier, we're providing up to \$100,000 per year in a stipend. So that's directly for salary. It's not for fringe benefits. The institution is expected to provide the fringe benefits for that protected time. So that would be one. The second would be, this award does not provide for indirect cost recovery. There are no indirect cost recovery from this award. It's a \$250,000 award for the scholar; stipend support, professional development, and project related. So, we're looking to the institution as well to pick up indirect costs.

So those are sort of the minimum that we are expecting. Beyond that, we welcome the institution providing support primarily around the educational project, for example, if the funds that we are providing to \$25,000 per year is insufficient, the institution could provide additional support. It could provide additional staff as well as in kind to work with the scholar on the project. And that would be, to me, that would be an enhanced level of institutional support. And where we see that in an application, we understand that it demonstrates a very strong commitment by the institution in this individual who's applying. And those are the things that we look for, is how much support will they get beyond just the Macy Foundation.

**DL:**

Thank you, Peter. This next question actually expands on the issue of institutional support and is for Andrew and Cristina. Can each of you please describe the process that you used to successfully cultivate institutional support for your project?

**AD:**

Sure, I'll jump in and Cristina can share. The key thing is to find somebody who's going to be available for you and can show that they are going to be in your institution and be an advocate and a champion for you. In some situations, you may not see all the supports that you need for your project. And in those situations, maybe you want to choose to have a panel of folks who will support you or mentor you. But the institutional mentor should be available and really be an institutional champion. That was my experience, but I'll let Cristina share what hers was like.

**CG:**

Definitely, Andrew. I would add to that that in my, so my mentor is still actually, but was Paul Morants, and he was a real advocate for me. And interestingly not a content expert in our, in what I was happened to be interested in, but was one of the people that had institutional knowledge and really understood how education research is done successfully and was able to

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use his social capital and his privilege to really be able to amplify what I was trying to do and put me in the right places at the right time. He wrote an extremely strong letter. In fact, to this day, I modeled my mentoring letters after the way he wrote his letter. And the last thing I would say is the way he mentored was, was very hands-on. I think there was a question about like, how often, we would meet like once a month, but I would, we would be in communication via email or text, much more regularly when needed. To the point where I was on a mentoring panel recently for another organization. And I talked about Paul so much at the end when this, one of the young people asked me, how do we find our own Paul? And so, I think that if you have that relationship, trust us, we are everywhere, Paul's are everywhere for the finding I promise. But I think that relationship should be really clear and their power and ability to influence, I think is salient to your success. And also, I think to be clear, that there is going to be some plus even if it's an elective, right? Even if it's a pilot that you aren't going to get this award and have to figure out where to put it in your education setting. I think the mentor can make it clear that they can advocate for that for you as well.

**DL:**

Thank you both. The next question relates to having a diverse cohort within the Macy Faculty Scholars Program. And notes that historically, certain states or institutions have received a majority of the funding while others have been marginalized. And the question is, what criteria does the Macy Foundation have in place to promote greater equity in future applications and future selected scholars?

**PG:**

Well, we are very aware when we receive the 80 applications that they come from a variety of places and from a variety of people all working in an important area of health professions education. As we go through the applications, we look first at the story of the individual that's outlined in their personal statement, a story that describes where they've come from and where they are going. A story that describes who they are and how they hope to impact change in one of the three priority areas that we as a foundation promote. That is really how we look at it. Then when it passes through that filter, if I can use that term, we then begin to see where are we in a sense of geography of where are these institutions, who we are considering. And we're mindful of institutions that are urban versus less urban. Institutions that are East Coast versus Midwest versus South versus Mountain versus West as well. We look at the projects that are being proposed and whether or not it represents a diversity within our priority areas as well.

So, I hope that's helpful in giving a little sense of how we think about it. We lead first with who the person is, where they've come from, where they want to go, and how we can help them. We look at the institution they're in and the platform that they're building on. And we look at the project to see whether it is in line with the areas and the priorities that we are concerned with. So, I hope I've been able to answer that person's question.

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**DL:**

Thank you, Peter. The next question is for Andrew and Cristina. One of our people in the audience would like to know more about the Harvard Macy Institute courses and what the experience of participating in those courses has been like.

**CG:**

And I would say, Andrew will go first because it's more virtual now. I think than it used to be back in the day.

**AD:**

Yeah, that's a good point. So, the Harvard Macy Institute, their programs are really phenomenal. And these are folks who come from all over the country and all over the world. You meet virtually; it's a very structured program. And you're grouped with health educators from all over who have all different types of projects. And the focus there is to hone your ability to function effectively as a health educator and to communicate your project and to network with other people who are kind of innovators and leaders in this space. Oftentimes many of the Macy Faculty Scholars are faculty on those courses leading small cohorts. But it's quite demanding remote. And then there's an in-person session in Boston on the Harvard Medical Campus in the spring, which is really fabulous to be able to meet folks face to face. And you know, you keep in touch with people from your cohort. So, it's again a different kind of networking experience in addition to the Macy community and your mentoring that you get as a Macy Faculty Scholar.

**CG:**

I would just want to add that when I went, it was all in person. It was pre-pandemic. So, it was like an 11 day and a five day and it was great. And we learned a ton. The really cool thing is that it's kind of like this, it's like this fun extra club you get to be a part of. So, if you go like the LAMC or some of the national nursing meetings and education, they tend to have like a dinner or coffee or something like that. So, you can keep those relationships going and expand your network as you're looking to contribute more to education at your institution and in whatever way beyond your institution gives you career satisfaction.

**DL:**

Thank you, Andrew. Thank you, Cristina. And we have a couple of questions in the chat about utilizing a mentor who is not at the home institution. And it was noted that strong mentors are often familiar with the scholar and able to help navigate challenges at the home institution. But would a mentor from another institution be viewed favorably if they bring significant expertise and credibility and advocacy in the project area, even if they are not in a position to directly influence the applicant's institution.

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**PG:**

Yeah, the short answer is absolutely. We have seen scholars who have had a mentor who had a deep content expertise in the project topic that the scholar was engaged in with their education project, who is not located at their home institution, but was located somewhere else. But the person was a national leader, and it made perfect sense for that person to serve as their mentor. What we typically like to see is in those situations, a dual mentoring proposal. And that is to say that that national leader who has that content expertise to really help the scholar on their project. But also a mentor who is based at the home institution who can also serve to help the scholar navigate the challenges within their own institution and to be their advocate and proponent for them. Since we are interested in seeing them advance their careers both in terms of their position and their responsibilities, either at their home institution or maybe as they move on to other institutions as well. So, in that case, a dual mentorship would probably be something that would that would work quite well.

And I see Andrew, you have your hand up. Would you like to also add?

**AD:**

Yeah, just a quick comment. I did have that exact scenario where I had a local mentor, but I required other expertise and content that the expertise that wasn't at my institution. And so, the home institution mentor was critical for helping the success of the project. But for it to really work and have a larger impact, I needed to have those national figures. So, you can think broadly about what will make your project most successful. That just wanted to add that comment.

**PG:**

Thank you, Andrew.

**DL:**

Thank you. Andrew and Cristina, for those who are in fact lucky enough to be selected to become Macy Faculty Scholars, there is an issue of competing balances in the faculty life, for those who are asked to teach, for those who have a clinical role, and those who are doing scholarly work. How have scholars successfully balanced this in the course of their time as Macy Faculty Scholars?

**CG:**

So, I think it varies for a lot. I think it varies by, often by clinical role. We have a few people who are PhD education like methodologists or sociologists, for example. But for those of us that are

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nurses or physicians, I think people's clinical time varies. What many of us have done is to really delineate when you're going to be in clinic, when you're going to be in the hospital, I'm in the hospital, and when you're going to be doing your education work. And I know you're thinking, well, thanks, that's mind altering or like, but when you have it written down, then you can start to see where there's a scope creep. And so oftentimes the local mentor can help you. For example, like I gotten the habit and I tell all my mentees this now, is no matter how great the question or how not great the question, ask, right? Be like, oh, I'm sorry, I promised Paul that I would talk to him about anything and I'll get back to you, right? And then if I, and then you talk to Paul or know that I was going to say no, right? With my mentor. And I tell people to do that now because if it, but you can having the messy name behind you is like, listen, I have these two years, it's a really prestigious award. It could really help the education here at the institution. And if you're choosing to contribute nationally, et cetera. And most people will help, it kind of helps that respect happen because you have a bigger name than just your own. I remember being early career and getting asked to do a lot of things. And the other thing somebody asked about the 50% time, there have been instances where maybe people were getting pushed a little too hard. And I know that you can lean on the, on your mentors, of course, but also the Macy leadership to then be able to have those conversations at a higher level because you know, if you're, you're a foreign faculty, it's kind of hard to negotiate with your chair or push back against the dean, et cetera. And so, you really do have that wonderful backup system.

**AD:**

Yeah. And the dean or the chair has to write your letter, committing the institution to that time. So, it's a bit of a contract, so you can have some confidence pushing back. I mean, I had NIH funding when I was named a Macy Faculty Scholar. So, I had to balance those things. And you can. But the gift of being a Faculty Scholar is the time, the time in the mentoring and the support. And there's just so much that you just give it, give your time to the project and that mentoring and amazing things happen. But you have the contract to push back and say, no, this is really, my commitment is to this institution and this organization and they're making an investment in me and this institution where we're at. So you can really, I would echo what Cristina said there.

**DL:**

Thank you both. There are a number of questions about selection criteria and what makes an application stand out. And so, I would like maybe the three of you perhaps to talk a little bit from your experience in working with other scholars and knowing their applications and proposals. What would be, what would make an application stand out as focused and competitive for this award?

**PG:**

I'll give a couple of things. One is related to just sort of how you present yourself in an

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application and we get 80 applications. And you can see those that have been well thought through, well organized, and supported with strong letters of support both from the dean and the department chair and the proposed mentor and other faculty members. One is stay away from jargon. Too much jargon can be distracting quite frankly to a reader. I have no doubt that the fine applications that I've read through have taken advantage of someone accessing a copy editor who they know to look at it before it gets submitted so that you really are presenting it in a very clear organized way with that strong support. The letters of support matter. Having some scholarship matters, we're not saying that you have to have a gazillion papers, but having some scholarship shows that you have the ability to publish and disseminate your work because ultimately we want your project to be something that will be published and disseminated. And the projects themselves, the educational project, should be anchored in a good theoretical framework that you can articulate as well in your application so that there's a grounding in it. And those are some of the things that strike me as can help an application but also can hurt an application.

So, I'll stop there and see if Cristina or Andrew also want to add to that.

#### **CG:**

I would just add that you really have to write it ahead of time and have multiple people read it. And if you don't have access to a copy editor, I think if you have multiple people read it enough, grammatical errors will be caught. A little typo is the kind of thing when you've been looking at it so many times, although if you have access to copy editor, by all means, that's genius. I think that the other thing is too that on the issue of jargon, I remember being early in my career and kind of really wanting to show that I knew stuff. But then it just, if you can't explain something simple in a simple way, then that actually comes across like you don't know it. You can't explain it simply. And so, I think that how you're doing it is how you are is good enough and you can demonstrate that you may have some terms you need to define or use the jargon to find it and then maybe use the more commonly used word afterwards. And to show that you have a foot in both worlds. But I do think that the more people that can be there, it's also you want to have, we want to invest in the scholars and I think we do have a strong mentoring team. It'll be obvious in the application, right? Because all of us, when we write them, if we're writing by ourselves no matter what, it's never going to be as good as with the mentor support.

That's what I would add.

#### **AD:**

I would just say passion. Don't try to, don't try to cram something, make it into one of the pillars that's a Macy Foundation. Go with something from your heart. That's so transparent. Every time we see these amazing scholars year after year, you're like, oh my gosh, these people are amazing. Bright, motivated, but most important, they're passionate about what they do. So, I would say listen to your heart and if it really resonates with one of those three pillars, then awesome and be bold, right? This is an opportunity for somebody to believe in your vision. So

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that's what I would just add to that.

**CG:**

Sorry, and I did want to just add one last thing in terms of the passion. There's sometimes we've been people that have recently pivoted to education, but really, we're doing different types of research before. And I think that that's where you want to demonstrate a little bit of a longer career trajectory of like I would, I did make this pivot. I have been here as Peter was saying, I have papers and this is where I'm going to keep going. Not kind of like where I am right now and I'm hoping to get back to whatever I was studying before, which is the kind of the subliminal message that can come out when you have a bunch of maybe basic science papers and then are writing an education paper. Excuse me, an education grant.

**DL:**

Thank you all so much. The next question is about the scope of a proposed project. Should the proposed project be of local value? Is that sufficient or does it need to be automatically readily accessible and supportive for projects, or I'm sorry, for programs outside of the home institution?

**PG:**

Yeah, I would say that the most important thing is you want to propose a project that is achievable. And when you write this application, keep that in mind, but also understand keep in mind that we recognize that it is a plan. And that your plan is more than likely going to change as you get down the road on your project and that's okay as well. We know what you plan and what you end up doing sometimes look quite differently. So, there's many different ways to achieve the ends. But think about whether or not it's achievable and in most cases, you'll probably find local start locally and then go globally after that. But we love the projects that are successful. Having a national project that has no likelihood of getting traction, that's just not going to fly. But having a project that is a local potentially incubator and a model that could be disseminated to other settings that are similar and other locations, whether it be even regionally or beyond that nationally, that's fine. But you've got to grow it and achieve it first in your local setting.

**DL:**

Thank you, Peter. There are a number of questions in the chat about what is meant by early career faculty. And I was hoping that perhaps you could give us sense of the scope of how that is defined.

**PG:**

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Well, in my remarks, I talked about a range of three to eight years. It is not an absolute as I said, but it's generally what we think of. The applicants that we see are typically assistant professor level in terms of their physician in the medical school or nursing school, who have been on faculty for as minimum as we have seen three years. We've seen applicants that are even two years as well. And many times, we will see something there. And we would encourage them to come back to us when they have a little more experience. But I think this sort of sweet spot in general is sort of the three-year assistant professor. But we have seen applicants that are longer tenured and shorter tenured than that. And I would also add that it doesn't have to necessarily be at the institution you're at now. You could have five years at another institution and you could have moved and been at your current home for only a year or two. And that would we take that all into consideration. So, it doesn't mean you have to be three to eight at your applicant institution that you're applying from. It's just sort of three to eight years' experience.

**DL:**

Thank you, Peter. There are a number of questions that are asking about the current political climate. And whether or not the Macy Foundation has restrictions in terms of the language or the subject of the project that we will consider for support.

**CG:**

Peter. I have to. I am volunteering to answer that question. I apologize. I put my hand up and I'm unmuted shamelessly. The Macy Foundation stands by its values. It is a values-driven organization. And the values are their values have been their values since before May of 2020. I want to say that out loud as a big shout out of respect. Therefore, write what you want to write and stay true to your passion and your values. And you will be evaluated. I don't even worry about being wrong. You will be evaluated on your candidacy, and you will be evaluated on your project. But you don't have to worry about making up words to make up words. And I love that. And so, I shouted it out proudly. I will mute now.

**PG:**

Thank you, Cristina. We have no restrictions. But Cristina said it much more eloquently.

**DL:**

Thank you, Peter. Thank you, Cristina.

**PG:**

But we also, Dana, I would also just say we acknowledge that there are faculty out there who are in difficult situations and difficult positions. And we know, we understand that sometimes you

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have to use different words to make your point. And we can see that when you send those applications to us as well if you need to do that.

**CG:**

But Peter, they're doing it for there. And I do not want to dismiss how difficult that is. Right? I mean, I'm in a state where I don't have to do that. But they're doing it for that safety and ability. Not for Macy.

**PG:**

Yes, that's because they want to get approval from their institution. They need their institution to sign off on the application and many instances. And so, there's certain ways one has to project themselves and the projects that they want to do that use different words. But at the end, get at the same important issues and try to address and solve them.

**CG:**

As usual, you expand my point brilliantly. Thank you.

**DL:**

Thank you both. Again, back to the questions of eligibility and diversity among the cohort who are selected. There have been a couple of questions as to whether those nurses who have DNP degrees or applicants who have EDD degrees are as eligible or as competitive, I should say, in the process as those with PhDs and MDs.

**PG:**

Yes, they are. They are as competitive. And in fact, I think in this current cohort, the 2026 cohort was just awarded this past winter. And in fact, starting on July 1, their appointment, there is a DNP from the University of North Carolina School of Nursing. We have several EDDs in our family, in our alumni family. We have a PharmD as well. That's also there. So, they are welcome and they are not viewed any less because of that. We really do look at the person and where they're positioned and whether they have a likelihood to influence health professions education.

Andrew, you had your hand up before.

**AD:**

Yeah, just to add to that, it's, you know, in nursing, there's lots of ways to become a nurse. It's not just for research faculty, right? This is for clinical faculty. Candace, as Peter said, is an amazing educator. She is not a research track faculty. So, it's about the impact. Don't get hung

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up on the degree piece.

**DL:**

Thank you, Andrew. There are questions about the nature of the project and whether a project that involves multiple institutions or is interprofessional would be viewed favorably in our process.

**PG:**

It's certainly within bounds. It is obviously I can only go on what Dana has reading, but multi-institutional interprofessional, you now have introduced two levels of complexity, quite frankly. And you'll have to then be able to articulate how you're going to manage that and how you're going to ensure a likelihood of success in doing that. And so, reviewing something favorably depends upon the quality of how it's presented. And we spoke about that earlier, as well as what you're aiming to achieve. It sounds quite aspirational, but I would not dissuade you from going after that but just be mindful that we want you to be able to do something that's achievable. And that's the most important thing. We want you to be successful. That's one of the goals of this program in our nurturing approach to the scholars. And so, part of that success is being able to execute on a project and then disseminate it.

**DL:**

Thank you, Peter. This is a question for Andrew and Cristina. What meeting routines or habits with your project mentor best suited your development needs both in terms of your project development, but also your personal and professional development?

**AD:**

I'm happy to jump in. That's really, I think it depends on the team and what feels right. I met with my peer mentor, Rachel Solis, monthly. She was phenomenal. I met with my national mentor, Afaf Meleis monthly. I met with, you know, formally, monthly with my institutional mentor and kind of more frequently kind of informally. So, I think it really depends on what you need. But I think having a particular cadence is important and setting some expectation around that because, you know, two years goes pretty quickly. And while it is an amazing gift, at the end, you want to be able to deliver and disseminate and have impact. So particularly your national mentor will keep you honest. If you have, you know, Dr. Meleis as your mentor, she is amazing and will challenge you and it's, you know, formidable. So that's all I can say. She's just amazing and wonderful, really a living legend. So amazing mentors through the Macy Faculty Program.

**CG:**

I'll just add that. I think that a cadence is important as Andrew was saying, monthly tends to

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work out pretty well because the months go by so fast. But I'll send you a look, oh my goodness, four weeks of fast. And here we are again. But not bad. And of course, you know, if you have the time or relationship or, you know, if you're writing a paper, you might be emailing back and forth, you know, three, four times during that month with different drafts, etc. But what I think is really important is having a set time so that you're not meeting just when you need it, right? You're meeting regularly because you will need things. And it would be much more efficient if they're already on the books with the national mentor, with the local mentors, with your peer mentor, which I was a peer mentor for someone who was wonderful. And the other thing I would suggest is that you think about how you want to do the deliverables ahead of time with your mentors, especially if they're not already your mentor. And so, for me, if someone's going to plop something in my inbox, I need two weeks to be able to find time. Like right now, I'm on service, I need two weeks to find time to be able to read it. But other times, like if let's say something is due on the 20th and they know they won't get it to me until the 18th, then I'll block off time to 18th in the afternoon, right? To read. But we've had that conversation on like the first of the month. So, you know, it means that you can block off the time. So, I think just clear communication and expectation setting helps make your mentors' life really easy and makes your life easy and successful.

**DL:**

We are in the last five minutes. So, I will make this the last question. The question is if there is priority given to applicants in this election process who have already demonstrated their ability to be stellar educators versus those who are more in a development phase in their careers, those who have the potential to become one. And the question is whether there is diversity in the educational expertise levels across the cohort.

**PG:**

There is diversity. We think about when we are at a sort of the final stages and deciding who the finalists will be that will be interviewing sort of that some are earlier in their career and some are a little further along and we have found that there is a cohort chemistry that exists within each cohort. And typically, a cohort is five scholars and the cohort themselves benefit from the diversity of someone who might be a little more seasoned in their career than others who are less seasoned in terms of their career. And so, we think about that balancing. When we assemble the cohort, I don't mean to make this the wrong way. It's not the primary point but it is a marginal consideration as we look at a cohort and who are going to be the finalists that we want. We recognize the power in having people with different levels of expertise with different levels of tenure and with different institutional makeups as well. We assemble that.

**DL:**

Thank you Peter.

**CG:**

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Dana, I'm sorry I'm trying to answer questions in the chat that are not beyond what I know. And so, I've been trying to type a bunch. What are you going to do with the few that we didn't get to before this is over? Should we? Just so that?

**DL:**

Well, many of the questions that come in, we will add to the frequently asked questions component of the website. In the last couple of minutes, I think the rest of us will try to very quickly answer the questions that are there. Some of the questions have been asked in other formats and we are also very happy to entertain emails to the [info@macyfoundation.org](mailto:info@macyfoundation.org) website for those who have additional questions moving forward.

**PG:**

So why don't we move to the wrap up portion of the webinar then?

We're utilizing an online application for this program. To access the online application, you must first go to our website, click on the Macy Faculty Scholars in the navigation bar and go to the Apply page. For your convenience the scholars URL is displayed on the slide here. To apply you'll need to register for an account on the online application platform. You will also need to get the tax ID for your school as part of the registration process. Once you've registered and logged in you may save and return to your application as often as you like prior to submitting it. If you have questions during the application process as Dana indicated, you may email us at [info@macyfoundation.org](mailto:info@macyfoundation.org). But before you email us, we encourage you to visit the Macy Faculty Scholars Program website. It has a number of useful resources including our frequently asked questions, eligibility and selection criteria, and key dates. We'll continue to update the frequently asked questions throughout the open application period.

And finally, as a reminder, by next week a recording of this session of both the audio portion and the slides will be available on our website. We hope you will keep in touch with the Macy Foundation.

For more information about our grants programs and initiatives, podcasts, webinars and blogs, and of course the Macy Faculty Scholars Program. I want to thank our panelists, Andrew and Cristina for being with us today. You were terrific and thank all of you for joining us. We hope to receive applications through many of you this summer. Have a wonderful day.