Associate Chair Role

*Academic Affairs Policies*

- Assist Chair in the administration of the academic mission and policies of the Department, School, and University

- Meet with Division Chiefs and Faculty to discuss appropriate timing and prospects of faculty actions

- Review with the Chair the recommendations of the A&P Committee regarding actions

- Assist the Chair in revising, as appropriate, departmental academic affairs policies and procedures
Associate Chair Role

**Faculty Recruitment and Development**

- Participate in faculty searches and assure that equal consideration has been given to candidates from outside institutions, from a diversity of ethnic and cultural backgrounds, and that both male and female candidates have been considered.

- Work collaboratively with the Pediatric Mentoring Programs to assist and advise faculty with regards to their career development.

- Promote efforts to enhance faculty diversity and inclusion at all levels in the Department.
Faculty Lines - Overview

Clinician Educator Line

Professoriate Lines
- Medical Center Line
- University Tenure Line
- Non-Tenure Line (Research)
- Non-Tenure Line (Teaching)

Instructor Line
Criteria

Appointments and Promotions

Clinician Educators
• Primarily appointed for clinical care and teaching

Appointments
• Duration: Variable based on rank
• Terms: No limit

Promotions
• Expectation: Excellence in clinical activities and in teaching
• Assistant level: Requires approval from the Chair/Associate Chair
• Recognition
  Associate: “have attained regional recognition”
  Professor: “have attained national recognition”
Overview - Professoriate Lines

- Ranks: Assistant Professor, Associate Professor, Professor
- Appointment tied to a billet and national search process

Medical Center Line
- Defined by engagement in clinical care, teaching, and scholarly activity that advances clinical medicine.
- Proportion of time and effort dedicated to clinical care, teaching and scholarship will depend upon the strategic goals and programmatic needs (oftentimes primarily dedicated to clinical care).
- Must have at minimum 20% FTE protected for research.

University Tenure Line
- Scholarship and teaching (and in some cases, clinical care activities) are the critical components of UTL.
- Typically, the greatest proportion of time and effort is dedicated to scholarship in a broadly defined field.

Non-Tenure Line (Research)
- Non-Tenure Line is used for special programmatic needs
- NTL (Research) faculty generally have special scholarly expertise in a relatively narrow field that is of particular benefit to a broader clinical or research program. FTE typically primarily dedicated to research.

Non-Tenure Line (Teaching)
- NTL (Teaching) faculty generally have special expertise in teaching that meets a specific departmental programmatic need. Large proportion of FTE typically primarily dedicated to teaching.
Criteria

Appointments and Promotions

Medical Center Line (MCL)

• “Excellence in the overall mix of clinical care, teaching, and scholarly activity that advances clinical medicine”
  
  Scholarship: 20% protected time minimum

Appointments (Assistant level)

• Requires a national search, “show promise to attain regional reputation”
• Duration: 4 years; reappointment 6 years
• Term: Up or out at 10 years

Promotions

• Written scholarship is required
• Recognition
  
  Associate: “have attained regional recognition”
  Professor: “have attained national recognition”
Criteria

Appointments and Promotions

University Tenure Line (UTL)

• Predominantly appointed for scholarship and teaching
  • Expert in broadly defined field

Appointments (Assistant level)

• Requires a national search, “show promise to achieve true distinction in scholarship”
• Duration: 4 years; reappointment 3 years
• Term: Up or out in 7 years

Promotions

• Excellence in teaching required
• Recognition
  • Associate: “Must be among the best of the best in a broadly defined field & likely to become one of the best in that field”
  • Professor: “Must be one of the very best in their broadly defined field”
Instructor Line

- Defined primarily by engagement in **mentored research and scholarly activities** that advance clinical medicine
- Secondary and tertiary roles may involve teaching activities and clinical care, as applicable. Research duties must be a minimum of 60 percent effort
- Role created for individuals who demonstrate interest in and the potential for a successful academic career in investigation, teaching, and clinical care (as applicable), and to aid in the transition from training to a path that may lead to a faculty career in academic medicine
- There is no expectation of a Stanford professorial appointment following an Instructor appointment
- Appointments are one year and may be renewed. Generally limited to a total of three years, unless the candidate secures a mentored grant, an initial independent grant, or other funding consistent with his or her career goals
Academic Review Process

*Department level*

**Prelaunch**
- 6-8 months prior to end date for CEs; 15-18 months prior for professoriate
- Division Chief presents their proposed action for the faculty member (reappointment or promotion) with justification.
- Department Chair/Associate Chair/A&P Chair review prior to launch and provide any necessary guidance

**Launch** email and collection of candidate materials
- CV based on Pediatrics CV guidelines
- Candidate’s statement
- List of suggested referees/trainees/clinical evaluators
Academic Review Process

*Department level*

**File assembly**
- Referee letters, trainee evaluations/letters, clinical evaluations, and transmittal memo summarizing the contents of the file
- After all evaluative materials received, counseling memo drafted by Division Chief or designee

**Division Chief approval**

**Departmental review**
- Pediatrics Appointments and Promotions Committee review and approval
- Chair approval
Appointments and Promotions

*Chair has delegated responsibility to:*

Appointments & Promotions (A&P) Committee

Steven Alexander, MD
Manuel Amieva, MD, PhD
Michael Cleary, MD
Ron Cohen, MD
Anne Dubin, MD
Susan Hintz, MD
Louanne Hudgins, MD, Chair
Michael Jeng, MD
Tzielan Lee, MD
Joe Kim, MD
Allison Marsden, PhD
Appointments and Promotions

Monthly meeting (2\textsuperscript{nd} Wednesday of the month)

• Professoriate: Professor rank appointments; all reappointments and promotions

• Clinician educators: Professor rank appointments; all promotions

Electronic vote (twice a month)

• Professoriate: Assistant Professor and Associate Professor rank appointments

• Clinician educators: Assistant Professor and Associate Professor appointments; all reappointments
Written Scholarship

• Peer reviewed, invited peer-reviewed and non-peer reviewed publications must be listed separately

• Number: “There is no set number”

• Prestige of journals

• First/senior author v. middle author
  • Middle author publications need to be annotated for role

• Trajectory

• Focused area of research
# A&P Reviewer Checklist

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th>Division: Action, Rank:</th>
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<table>
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<tr>
<th>Training History:</th>
<th>Recent Work History / Current Status:</th>
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<tbody>
<tr>
<td>M.D. Ph.D.</td>
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<tr>
<td>Residency</td>
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<tr>
<td>Fellowship/Postdoc</td>
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Years in Current Rank: ________
A&P Reviewer Checklist

Clinical and Administrative
_____% effort clinical; _____% effort administrative (if applicable)
Board Certification
Directorships (clinics, programs)
Evaluations
Letters
# A&P Reviewer Checklist

## Teaching and Mentoring

- _____% effort
- Evaluations
- Letters
A&P Reviewer Checklist

**Reputation**
Evidence of regional/national reputation?
Awards/Distinctions
Invited Presentations
Editorial Review
Committees & Advisory Boards
Letters
<table>
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<tr>
<th>Investigative / Scholarly Area:</th>
<th>Publications:</th>
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<tbody>
<tr>
<td>_____% effort</td>
<td>Peer reviewed articles: ___total, ___since last action</td>
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<tr>
<td></td>
<td>Invited peer reviewed: ___total, ___since last action</td>
</tr>
<tr>
<td></td>
<td>Non-peer reviewed: ___total, ___since last action</td>
</tr>
<tr>
<td></td>
<td>Book chapters: ___total, ___since last action</td>
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</tbody>
</table>
A&P Reviewer Checklist

Particularly strong performance noted (for example, “outstanding clinician, teaching awards, article in prestigious journal”)

| Issues discussed, i.e. red flags | Resolution/plans for improvement |
Voting

• Composition of votes is recorded, i.e. # of yes and no votes and abstentions
  • If there are likely to be “no” votes, action will be tabled and Department Chair will be notified

• A&P Committee may make recommendations such as changes in length of term or content of counseling memo

• Chair makes the ultimate decision
Academic Review Process

School/University Review

Submission to School of Medicine Dean’s Office of Academic Affairs for review

• Office of Academic Affairs review (Vice Dean Linda Boxer)
• SoM Appointments and Promotions Committee
• Professoriate: Assistant Professors Review Committee (APRC), Appointments and Promotions Committee (A&P)
• CE: Clinical Assistant Professors Committee, Clinician Educators Appointments and Promotions Committee (CE A&P)
• Final approval at School of Medicine Dean’s Office level for: all Clinician Educator actions, all professoriate reappointments to a fixed term

University level review

• Professoriate appointments, promotions, and reappointments to a continuing term reviewed and approved by Provost’s Office
• UTL, NTL actions require advisory board review; ad board recommendation reviewed and approved by President
Pediatrics Academic Affairs

Shumi Khan  
*Academic Affairs Manager*

Sumitra Krishnan  
*Director of Academic Affairs and HR Strategies*

Mary Le  
*Academic Affairs Specialist*

Abhi Singh  
*Academic Affairs Specialist*

Sarah Wright  
*Academic Affairs Manager*
Resources

• Division Chief

• Division Manager

• Pediatrics Academic Affairs Office staff

• Dean’s Office website: http://med.stanford.edu/academicaffairs/

• School of Medicine Faculty Handbook: http://med.stanford.edu/academicaffairs/handbook/

Questions?