Appointments and Promotion in the Clinician Educator Line
Regional and National Reputation
Department of Pediatrics

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Dr. Janice Lowe, Associate Dean for Academic Affairs, Clinical Professor of Pediatrics

Agenda

• Appointment & Promotion Patterns
• Review Process
• Criteria: Regional Reputation and National Reputation
• Well-presented Evidence
• Counseling
Professoriate/Instructors/CE’s

Faculty Distribution By Line

- Professoriate: 32%
- Clinician Educators: 64%
- Instructors: 4%

Clinician Educators by Rank

- Clinical Professor: 11%
- Clinical Associate Professor: 21%
- Clinical Assistant Professor: 48%
- Clinical Instructor: 20%
Appointment & Promotion Patterns
Clinical Associate Professors

September 2018
- Appointment: 70%
- Promotion: 30%

Clinical Assistant Professors (n=313)

September 2019
- Appointment: 72%
- Promotion: 28%

Clinical Assistant Professors (n=342)

Appointment & Promotion Patterns
Clinical Professors

September 2018
- Appointment: 56%
- Promotion: 44%

Clinical Professors (n = 161)

September 2019
- Appointment: 49%
- Promotion: 51%

Clinical Professors (n = 185)
Review Process

• Department
  – Departments may have committee(s) and/or faculty member(s) to review A&P actions and act in an advisory role to the Department Chair
• Office of Academic Affairs
• Vice Dean
  – Committees act in an advisory role to the Vice Dean
    • Clinician Educator Appointments and Promotions Committee
    • Clinical Assistant Professor Appointments and Promotions Committee
    • Clinician Educator Reappointment Committee

Regional and National Recognition

• CE Handbook Criteria
• Office of Academic Website materials
• Litmus Test
Appointment as Clinical Instructor

• Initial position following completion of graduate medical education
• Appropriate for temporary clinical need and longer term part-time positions (less than 0.5 FTE)
• Clinical Instructors should have demonstrated exceptional qualities and promise to become outstanding clinicians, teachers, institutional contributors and/or scholars.

Appointment/Promotion as Clinical Assistant Professor

• Individuals appointed as Clinical Assistant Professors should have demonstrated exceptional qualities and promise to become outstanding clinicians, teachers, institutional leaders and/or scholars.
• They must have demonstrated excellence or promise of excellence in a combination of clinical performance, teaching, administration and/or scholarship appropriate to the programmatic need upon which the appointment will be based.
Appointment/Promotion as Clinical Associate Professor

- Excellence in overall mix of clinical care, teaching, administrative and/or scholarly activities.
- There should be evidence that candidates have attained regional recognition as superior clinicians, teachers, institutional leaders and/or scholars.
- In special cases, other factors may be considered for promotion including extraordinary contributions in such broadly defined areas as teaching and clinical excellence, innovation, program building and/or administrative activities.

Appointment/Promotion as Clinical Professor

- Individuals must have demonstrated exceptional performance in clinical care, teaching, administration and/or scholarship and who are widely recognized as leaders in their field.
- There must be evidence that these individuals have attained national recognition as superior clinicians, teachers, institutional leaders and/or scholars.
- In special cases, other factors may be considered for promotion including extraordinary contributions in such broadly defined areas as teaching, clinical excellence, innovation, program building and/or administrative activities.
Criteria for Reputation Beyond the Local Area (Regional or National)

• Recognition beyond the local area can be obtained from clinical care, teaching, scholarly or administrative activities.
• Establishing recognition generally requires an array of activities that together form a substantial body of work.

Regional Reputation

• Regional is generally considered to be outside of Stanford University, SHC and LPCH healthcare systems and their affiliated hospitals and outreach sites and within a radius of 200 miles of the assigned location.
• An early developing national reputation may qualify as demonstration of a regional reputation.
Examples that Demonstrate a Regional Reputation

• Major administrative assignments beyond the local institution
• Clinical Referrals from outside the local area
• Leadership roles in regional professional societies
• Presentations at regional conferences
• Presentations at ground rounds outside the local area
• Leadership and involvement in quality improvement activities with regional impact

Examples that Demonstrate a National Reputation

• Service on national professional society committees
• Leadership roles in national professional societies
• Peer-reviewed scholarly publications (original research, reviews, guidelines, editorials, book chapters, books)
• Leadership and involvement in quality improvement activities with national impact
• Visiting professorships, invited lectureships, grand rounds across the country
• Clinical referrals from across the country
Litmus Test

• **Regional reputation:** Would someone in the candidate’s field (who is not personally acquainted with the candidate) in the region know of the candidate and the candidate’s work?
• **National reputation:** Would someone in the candidate’s field (who is not personally acquainted with the candidate) from another part of the country know of the candidate and the candidate’s work?
• **Does the file support the reputation convincingly?**

Well Presented Evidence

Candidate needs to supply for the promotion file
• Current and complete CV
• Candidate’s statement (limited to 2 pages)
Curriculum Vitae

- Always keep your CV up to date
- If it is not in your CV there is often no evidence that you did it
- Keep a comprehensive CV that contains everything, and take the parts you need for different purposes
- Look on the Office of Academic Affairs website for a template. You can use any format, but be sure that your CV is well-organized and easy to read

Candidate’s Statement

Gives you an opportunity to expand upon your contributions. Guidelines suggest you discuss your:

- Professional interests and activities
- Clinical care contributions
- Teaching and other pedagogical contributions
- Administrative roles and responsibilities
- Scholarship (as applicable)
- Activities that reflect regional or national recognition
Well Presented Evidence- Referee Letters

- All referees solicited must be able to provide a meaningful and substantive evaluation of the candidate against the relevant criteria from personal knowledge or from impartial evaluation of the evidence of the candidate’s contributions
- Candidates can suggest referees, but the department determines whom to solicit
- Do not suggest relatives or friends
- Do not suggest persons who have no recent knowledge of your professional work

Department obtains referee letters

- 3-5 letters are needed for promotion to Clinical Associate Professor. At least 1 must be from persons affiliated with Stanford and at least 1 from persons outside Stanford
- 6-10 letters are needed for promotion to Clinical Professor, 3-5 must be from persons affiliated with Stanford and 3-5 from persons outside Stanford
- Evaluations for must explicitly substantiate the candidate’s regional or national reputation as relevant to the level of the appointment
Other Required Evidence

• Clinical Excellence Survey will be requested from physicians, trainees, allied health care providers and administrators.

• As a Clinician Educator it is expected that a proportion of your time is spent educating others about your field of medicine. Teaching evaluations are required as part of the review.
  • MedHub
  • Trainee letters
  • Other teaching evaluations (lectures given, classes taught)

Importance of Annual Counseling

• Annual Counseling is feedback on performance relative to the standards for reappointment and promotion, and should provide candid and helpful feedback and guidance. The department is expected to provide annual counseling to all Clinical Assistant Professors and Clinical Associate Professors.
Counseling

- Must be based on the results of the review, constructive, realistic and specifically tailored to you.
- Review quality of your performance in clinical care, teaching, citizenship, administrative responsibilities, scholarship, as applicable.
- Describe practical guidance for improvement and/or a plan to remediate any areas of problematic performance.
- Clarify the criteria you will face in a future reappointment or promotion review.

http://med.stanford.edu/academicaffairs/faculty/resources/mentoring-counseling.html

Frequently Asked Questions (FAQ’s)

- I have put a lot of work into presentations that I have given to residents and at some of our other sites such as John Muir and SCVMC. Do these count for regional reputation?
  - There are no minimum numbers for presentations or anything else. We do not “count.”
  - Establishing recognition generally requires an array of activities that together form a substantial body of work (OAA website). Local contributions help to build an array of activities and body of work.
  - However, regional reputation must extend beyond Stanford and its affiliates.
Frequently Asked Questions

• For Clinician Educators, do all referees need to have academic appointments?
  • If a referee holds an academic appointment it should be at the rank at least equal to that proposed for the candidate (OAA website).
  • Each referee must be able to provide a meaningful and substantive evaluation of the candidate against the relevant criteria from personal knowledge or from impartial evaluation of evidence of the candidate’s contributions (OAA website).
  • Referees with academic appointments and/or leadership positions in general strengthen a candidate’s file.

Frequently Asked Questions

• I think that I am ready for promotion to Clinical Professor, but I do not know or work with enough Professors for external referees.
  • Each referee must be able to provide a meaningful and substantive evaluation of the candidate against the relevant criteria from personal knowledge or from impartial evaluation of evidence of the candidate’s contributions (OAA website).
  • Individuals must have demonstrated exceptional performance in clinical care, teaching, administration and/or scholarship and who are widely recognized as leaders in their field (CE Handbook).
  • If there are not enough Professors-ranked individuals, who can attest to a national reputation either by personal knowledge or impartial evaluation, then you may not yet be widely recognized as a leader in your field.
Frequently Asked Questions

• Question from a Division Chief: I think that my faculty member may meet criteria for having a regional reputation, but I am not sure.
• Promotions may be initiated at any time when there is unequivocal evidence that the quality of the Clinician Educator’s contributions meets the criteria for promotion to the higher rank (CE Handbook).
• In general, wait until there is unequivocal evidence before initiating a promotion action.

Links

• School of Medicine Faculty Handbook- Chapter 3, http://med.stanford.edu/academicaffairshandbook/chapter-3.html
• Counseling Guidelines, http://med.stanford.edu/academicaffairs/faculty/resources/mentoring-counseling.html
• Clinician Educator Professional Development Leave Program and Application Form, http://med.stanford.edu/academicaffairs/faculty/faculty-leaves/sabbatical-pdl.html