

Dean's Newsletter

May 26, 2003

Table of Contents

Medical School Commencement
Medical School Faculty Senate Update
University Academic Senate
Faculty Mentoring and Annual Review Session
Appointment of Dr. Robert Jackler as Chief of Otolaryngology
Good News for Stanford and Neuroscience
Update on ACCESS
Summer Student Safety Training
Annual Financial Aid Dinner
Jess Shenson and Robert Chase Lecturer
Honors and Awards
Appointments and Promotions

Medical School Commencement will be Saturday June 14th

This year we will hold the School of Medicine Commencement Exercises on Saturday June 14th rather than Sunday as has been the case in the past. The events will commence with a luncheon for students, families and faculty at noon on Alumni Green. Participants will line up for the Processional at 1:30 p.m. and the official ceremony will begin at 2: P.M.. This year we are most fortunate to have Dr. Julie Gerberding, Director of the CDC, as our commencement speaker. We will follow the commencement ceremony with a Champaign toast!

Of course the diplomas we hand out to our medical and graduate students on June 14th will not become official until Sunday when the University holds its Commencement Ceremony. The speaker for this year's commencement will be Peruvian President and Stanford Alumnus Alejandro Toledo.

Medical School Faculty Senate Update and the New Stanford Curriculum for Medical Student Education

On Wednesday May 21st the Medical School Faculty Senate held its penultimate meeting of the current academic year. It has been a year of remarkable effort, commitment and progress by the Senate that has led to our New Stanford Curriculum for medical student education, which will commence in September of 2003.

I want to begin by acknowledging and thanking Dr. Oscar Salvatierra, Chair of the Senate and Professor of Surgery (Transplantation) and of Pediatrics (Nephrology) for his incredibly important collaborative leadership. Change is never easy and can sometimes become contentious. However, Dr. Salvatierra kept everyone focused on the important issues – educating and training our next generation of medical students to be

outstanding physicians, scientists, scholars and leaders so that they might improve the lives of patients in the decades ahead. I also want to thank each of the course directors for their willingness to engage in creative thinking and make modifications in courses that require sacrifice and commitment. Particularly important to this process has been the work of Dr. Ted Sectish, Chair of the Committee on Courses and Curriculum who has worked selflessly to move the important agenda forward and who worked collaboratively with the Dean's Office. Dr. Julie Parsonnet, Senior Associate Dean for Medical Education has been the creative force in curriculum design and has worked enormously well with the Senate and with students, faculty and staff. Also essential to this process has been Dr. Neil Gesundheit, Associate Dean for Medical Education, along with other members of the faculty and staff throughout the School, including Ms. Betsy Moreno, who has worked diligently to enable the development and initiative of the New Stanford Curriculum.

Support for the New Stanford Curriculum is evidenced by the enthusiasm of our current students. Many expressed their interests in the changes taking place, and especially the scholarly concentrations, at a Town Hall Meeting for medical students that was held on May 21st. This enthusiasm is complemented by the interest of students who have applied to Stanford for the incoming class. According to Dr. Gabriel Garcia, Director of Admissions and Associate Professor of Medicine, we have an outstanding group of students who will arrive this September.

Dr. Parsonnet also announced the Scholarly Concentrations that were selected by the committee chaired by Dr. Gary Schoolnik, Professor of Medicine (Infectious Diseases) and of Microbiology and Immunology and Senior Fellow, by courtesy, at the Institute for International Studies. A large number of proposals were received and reviewed by the committee and eight have been selected for further development as Scholarly Concentrations for this next year. These include scholarly concentrations in:

- Bioengineering
- Biomedical Ethics and the Humanities
- Biomedical Informatics
- Health Services Policy Research
- Immunology
- Molecular and Genetic Medicine
- Public Health and Community Service
- Women's Health

As outlined in previous Newsletters, each Scholarly Concentration will have a curriculum, mentoring and opportunities for original research and scholarly investigation. Many will permit the opportunity to obtain an additional degree.

In addition to these initial eight Scholarly Concentrations, Dr. Parsonnet announced that she and the committee hope that several other opportunities will emerge during the next year including concentrations in Cardiovascular Medicine, Clinical Investigation, Imaging International Health, and Infectious Disease based on proposals

that have been reviewed by the committee. Further, Dr Parsonnet indicated that she is hoping to stimulate development of Scholarly Concentrations in Medical Education and in Neuroscience.

Taken together, the range of Scholarly Concentrations slated for initiation this Fall or later next year offer an enormous breadth and depth of opportunities for medical students. As experience accrues and programs are further strengthened, there seems little doubt that Stanford medical students will have truly unique opportunities to develop skills and knowledge in areas of interest to them. Moreover, these programs will permit students to emerge as scholars, leaders and advocates.

To permit the introduction of the Scholarly Concentrations, additional changes in the curriculum are being made. These changes will focus on defining the essential knowledge students will need for both an introduction to medicine as well as for lifetime learning. For the class arriving this Fall quarter, which will begin on September 2nd this year, a new and very exciting course on the **Molecular Foundations of Medicine** will be taught under the direction of Dr. Gil Chu, Professor of Medicine (Oncology) and of Biochemistry. It will feature approximately 20-22 hours of lecture time with seven sessions focused on clinical correlation. To make room for this new course, we will expect incoming students to have completed biochemistry either before they arrive, during the Summer or in the Fall. Fulfilling this expectation will be facilitated by a new on-line course that will include weekly tutorials.

Permitting these changes in the curriculum not only requires the enormous commitment and dedication of faculty and staff but also necessitates funding and resources. A general perspective in the past has been that the School's Operating Budget conspired against the ability to make meaningful changes in the curriculum. Accordingly, during the past year, in concert with the changes going on with curriculum development, we also engaged in a process to change the School's decades old Operating Budget. This effort was lead by Mike Hindery, Senior Associate Dean for Finance and Administration, who worked closely with faculty and staff. This too proved to be a difficult and challenging process, but I am very pleased to say that the dialogue we engaged in around the Operating Budget permitted us to develop a formula that has now been widely embraced. Central to that has been a focus on assuring that significant portions of the School's Operating Budget be focused on the education of medical and graduate students – and that this be done in a fair, transparent and principled manner. At the School of Medicine Faculty Senate on May 21st, Mike Hindery reviewed the new changes in the Operating Budget that will be implemented in the upcoming FY04 fiscal year and pointed out the manner in which it will foster and support education within the School. I have reviewed these changes in the April 14th issue of the Dean's Newsletter (<http://deansnewsletter.stanford.edu/>).

Taken together, the changes defined above represent major steps forward for Stanford Medicine and I am deeply appreciative to our entire community for helping to bring them to fruition. Truly exciting times lie ahead.

University Academic Council Update on Diversity

At the University Senate meetings on May 1st and May 15th, the issue of diversity at Stanford was discussed and debated. Professor Renato Rosaldo, Chair of the Council on Diversity offered the following introductory comments at the May 15th meeting: “I’ll say two things... One is that we believe that diversity is central to the mission of the University ... Second, we have concluded that our number-one priority should be to increase faculty diversity. There are two reasons for this approach. The first is that we believe that enhancing faculty diversity would have the greatest impact on programs that affect graduate students and undergraduates, and as well as staff in the University. The second is that we’re facing a crisis in faculty of color at Stanford. There will be a number of departures due to retirement and other reasons in the near future, so that these numbers are likely to go down unless we make a concerted effort to increase them. And even at that, we may just be standing still.”

A robust discussion followed with Senate members supporting the importance of diversity and offering opportunities for improvement at Stanford. From the perspective of the medical school, I offered the following comments during the Senate meeting: “...Stanford Medical School has actually done quite a good job for a number of years in creating a pipeline for undergraduate medical students. (Thanks to the efforts of Drs. Fernando Mendoza, Ron Garcia, Gabe Garcia and others, Stanford School of Medicine has) been very proactive, it has been very thoughtful.... Currently, the medical school is probably the national leader in underrepresented minorities. Twenty-three to 25 percent of each class are ... underrepresented minorities (excluding Asian students). During the last year we have made a concerted effort to improve diversity in our bioscience graduate students as well, trying to create a similar kind of pipeline. (However, I noted that) where we are failing is at the faculty level, for a number of reasons. I’m not sure that we’re nurturing people well enough to move them to the faculty level. So the pipeline effect that has happened within the School of Medicine for high school and undergraduate levels really needs to move people to mentor effectively at the faculty level.” (I further noted that there are underrepresented minority graduate students or post-docs who have been recruited right out from under our noses to faculty positions elsewhere before a process to keep them here had been started. This suggests “that the way we’re operating, which is to wait until the (search) process happens, may be too late... I think we need to rethink our appointments process and think more openly and creatively about how to nurture young people and let them know in a very early phase of their career development that there is an opportunity for them to stay here (at Stanford).”

Given the paucity of minority faculty within the School, we have much work to do. Thankfully, we have a leadership group committed to improve faculty as well as student diversity in a proactive manner. The task now is to make progress in a steady and consistent manner. I view this as one of our most important mandates.

Faculty Mentoring and Annual Planning Session

A requirement of the University and School of Medicine is that faculty review and planning sessions be held annually. Such reviews are important for faculty at all levels of career development. To assure that they are done in a timely and consistent manner, the School is initiating a standard process to document the planning sessions. These can complement the procedures performed within departments but they will serve to document that the planning conference has occurred.

At the Executive Committee on Friday May 16th, Dr. David Stevenson, Senior Associate Dean for Academic Affairs, indicated the key elements that would be sought and codified. Faculty will be asked to delineate the following:

- Your goals and objectives and whether or not they were achieved
- Your need for additional help to meet your goals
- Your accomplishments
- Your characterization of your time spent in patient care (if applicable), teaching, research and administration
- Any factors outside work that are affecting your productivity
- Any other topics of importance to you

With that, the following document will be completed by the department chair or delegate and co-signed by the faculty member after the annual career planning conference has taken place.

STANFORD UNIVERSITY SCHOOL OF MEDICINE ALL DEPARTMENTS

ANNUAL CAREER PLANNING CONFERENCE

(To be completed by the Chair/Delegate after the conference. **PLEASE ATTACH EXTRA PAGES, IF NECESSARY.**)

- A. 1. *The curriculum vitae for this faculty member was reviewed and discussed*
2. A copy of his/her CV is attached to this report

- B. The following issues were identified by me as most important in his/her development in the next year:

C. I have provided specific counsel regarding career planning and goals for the next year as follows:

D. The following topics were discussed:

- 1. Allocation of time
- 2. Academic/professional support
 - Availability of mentors
 - Opportunities for learning
 - Resource adequacy
- 3. Financial issues
- 4. Professional networking
- 5. Achieving career goals
- 6. Personal issues
- 7. Criteria for reappointment/promotion

above:

The discussion was as outlined

Signature of Chair/Delegate Date

Signature of Faculty Member Date

Cc: Mentor, _____ and Chair

Mentoring, advising and career development planning are among the most important responsibilities we have in academic medicine. It is imperative that faculty, mentors, division chiefs and department chairs participate together in this process. I share this information with you so that all faculty can be proactive in making sure that they are participating in an annual planning evaluation.

Appointment of Robert Jackler as Chief of Otolaryngology (ORL)

I am very pleased to announce that Dr. Robert Jackler has accepted our invitation to serve as Chief of Otolaryngology at Stanford School of Medicine. Dr. Jackler is currently Professor of Otolaryngology and Neurological Surgery at UCSF. He is internationally recognized as a leader in the field of ORL and Otology. He is also the

Editor-in-Chief of Otolaryngology and Neurotology and is on the editorial board of numerous other prestigious journals. Dr. Jackler is also the author of over 150 publications and is highly recognized for his surgical and academic skills. I am enormously pleased that he will be joining our Stanford community this summer.

I want to thank Dr. Tom Krummel, Chair of the Department of Surgery and the Emile Holman Professor and Susan B. Ford Surgeon-in-Chief at LPCH, for his work as Chair of the Search Committee and the Committee for its accomplishment in finding and helping to recruit Dr. Jackler to Stanford.

Good News for Stanford and Neuroscience

During recent weeks Dr. Bill Mobley, John E. Cahill Family Professor and Chair of the Department of Neurology, has been wrestling with an enormously difficult decision. Dr. Elias Zerhouni, Director of the NIH, invited Dr. Mobley to serve as Director of the National Institute of Neurological Diseases and Stroke. Clearly the opportunity to serve as the leader of an important research institute is highly prestigious and speaks volumes to how valued Bill Mobley is to the national community. Thankfully for Stanford, after careful, diligent and critical assessment, Bill has decided that he would remain at Stanford. I am thrilled with Dr. Mobley's decision as are his colleagues in basic and clinical sciences in the School of Medicine and throughout the University. Indeed, during the past few weeks I have received numerous calls and pleas from the Stanford community to "find a way to keep Bill here". As we move forward with our broader initiatives in neuroscience and, in particular, with our future Stanford Institute for Neuroscience, I am absolutely confident that Dr. Mobley's role as an investigator and leader will prove exceptional. Indeed, the future is much brighter with his decision!

Update on ACCESS

Since its founding in 1998, the ACCESS (Academic Consortium for Clinical Excellence in Scientific Studies) Clinical Trials Office has become a very important resource at Stanford. Established by Dr. Charles Prober, Professor of Pediatrics, ACCESS is now directed by Dr. Steve Alexander, Professor of Pediatrics. They have provided excellent leadership. Indeed, during the past couple of years, the ACCESS mission has grown to encompass:

- Developing relationships with industry to increase principal investigator opportunities for faculty
- Serving as a single point of contact for industry and faculty regarding clinical research at Stanford
- Creating a database of Stanford clinical faculty research interests to match industry protocols with faculty investigators
- Managing the outpatient ACCESS Clinical Trials Center, free to faculty for their industry-sponsored research

- Providing continuing clinical research education and professional development for Stanford personnel
- Conducting orientation for new clinical coordinators and other clinical researchers
- Assisting the Research Management Group flow and price industry protocols to establish realistic study budgets
- Providing limited research coordinator support services
- Developing a networked community of over 540 Stanford personnel involved in clinical research
- Maintaining a research coordinator pool (internal and external) of self-identified nurses and coordinators seeking research positions
- Circulating new research coordinator job postings to email distribution lists

I would strongly encourage you to review the resources available from ACCESS. The webpage is <http://www-med.stanford.edu/access/index.html>.

Summer Student Safety Training

I was asked to make this announcement by the Office of Health and Safety because many of our School of Medicine Departments offer summer programs that allow high school students an opportunity to experience scientific research in one of our School of Medicine laboratories. These valuable programs encourage students to explore their interest in science by providing them with hands-on research experience in one of laboratories. Accordingly, I would like to remind Departments and faculty offering these programs to ensure that all students working in School of Medicine laboratories receive appropriate safety training **prior** to working in any School laboratory.

As you are aware, all laboratory personnel are required to attend a Laboratory Safety Training Seminar to be certified to work in a School laboratory. This requirement also applies to summer students regardless of how long (or short) they will work in a School lab. The School of Medicine Health & Safety Programs Office has scheduled several seminars over the next few months in an attempt to accommodate the seasonal influx of students. If you have students who require training, please contact the School's Health & Safety Programs office at 723-0110 to inquire about specific seminar dates and times.

Annual Financial Aid Dinner

On Tuesday, May 13th the Annual Student Financial Aid Dinner was held to recognize and thank the wonderful members of our community, locally and nationally, who have contributed to the endowment to support student education. As you likely know, the cost of medical education is enormous – with an average indebtedness of over \$125,000 in medical schools across the country. Because of the extraordinary contributions of donors, Stanford students incur among the lowest amount of indebtedness of any school in the nation. This has enabled students who could never have afforded to attend medical school to do so as well as to permit students to explore

research projects and issues that would otherwise be impossible to achieve. We all owe a great vote of appreciation to these benefactors.

This annual event is also made special by bringing together donors with the students they are supporting. This “reunion” creates a sense of community that transcends financial support per se and that engages a true bonding and personalization – for both our students and our financial aid contributors.

I also want to thank the three medical students (Eric Cornidez SMS 1, Michelle Rhee SMS 4 and Noah Epstein SMS 2) who spoke at the dinner and reflected how the support they have received is helping them to pursue their dreams in medicine and science.

Jess Shenson and Robert Chase Lecturer

From May 21-23rd, Dr. Dan Federman, Professor of Medicine at Harvard and former Dean for Medical Education, served as the Jess Shenson as well as Robert Chase Lecturer. For Dr. Federman, it was an opportunity to have a homecoming and for Stanford it was a chance to benefit from his insights on medical education and academic medicine. Equally important, it was an opportunity to recognize two major figures in Stanford Medicine – Jess Shenson and Robert Chase. Dr. Shenson was a long-term supporter of Stanford Medical School as well as the arts and music communities of San Francisco and the greater Bay Area. The Shenson lectureship is coordinated by the Department of Medicine and recognizes individuals who are outstanding clinicians and teachers. Certainly Dr. Dan Federman fits that bill.

This year also marked the inaugural Robert Chase Lecture in honor of Dr. Chase, who has spent four decades as a surgeon, scholar, investigator and teacher at Stanford. Making the event particularly special is that Drs. Federman and Chase served respectively as Chairs of Medicine and Surgery at Stanford during the early 1970’s.

Also meaningful to our Stanford community is that Dr. Federman’s lecture on medical education outlined many of the challenges and problems that we are now working to address in our New Stanford Curriculum (see above). Such an affirmation, from one of this nation’s leading medical educators, is reassuring and empowering.

Honors and Awards

- **Dr. Dennis Baylor**, Professor of Neurobiology, Emeritus has been inducted as a Foreign Member into the Royal Society of Sweden – an honor bestowed each year on only a very few scientists around the world. Congratulations to Professor Baylor.
- **Dr. Helen M. Blau** received an honorary doctorate ("honoris causa") from the University of Nijmegen in the Netherlands on May 15th, 2003. Congratulations to Professor Blau.

- **Dr. Lucy Shapiro** has been elected to the American Philosophical Society. The APS is the country's oldest learned society having been founded by Benjamin Franklin and friends over 250 years ago. Today it is a renowned international organization that promotes excellence and useful knowledge in the sciences and humanities through scholarly research, professional meetings, publications, library resources, and public exhibits. Election to membership honors distinguished achievement and contributions. Congratulations Dr. Shapiro.
- **Stanford Entrepreneurial Challenge.** The winners of this year's E challenge, Team "VisiVas," won \$25,000 cash award as well recognition for a nascent biotech innovation aimed at assisting the minimally-invasive treatment of cardiac chronic total occlusions in a way that is better for the patient than existing therapies. The team was comprised of a multidisciplinary team spanning Schools of Medicine, Business, Engineering, and Product Design; the team embodies the spirit of the Bio-X initiative and illustrates Stanford's unique strength in capitalizing on interdepartmental collaboration for culturing clinically beneficial, translational medical innovation. The team owes its roots to the BioMedical Innovation Program led by Paul Yock and others.

Appointments and Promotions

- **Tirin Moore** has been appointed Assistant Professor of Neurobiology, effective 6/1/2003 to 5/31/2006.
- **Victor Tse** was reappointed to Assistant Professor of Neurosurgery at the Santa Clara Valley Medical Center, effective 5/1/2003 to 9/30/2006.