Department of Pediatrics Meeting
May 26, 2022 @ noon / Via Zoom
Appointments and Promotions Process

David Maahs, MD, PhD
Associate Chair
Academic Affairs

Manuel Amieva, MD, PhD
Chair
Appointment & Promotions Committee
Suha Bachir, MBBS
Clinical Assistant Professor
Division of Medical Genetics
Monica Ruiz, MD
Fellow
Division of Pediatric Critical Care Medicine

2022 Dr. Miquell Miller Award for Promoting Diversity & Inclusion
Quenton Rashawn Bubb
MD/PhD candidate in stem cell biology and regenerative medicine
Czechowicz Lab

2022 Paul & Daisy Soros Fellowships for New Americans
Debbie Sakai, MD
Clinical Associate Professor
Division of Hospital Medicine

2022 Alwin C. Rambar-James B.D. Mark Award for Excellence in Patient Care
Kim Hoang, MD
Clinical Assistant Professor
Division of Hospital Medicine

2022 Rathmann Family Foundation Fellow
Shivani Gaiha, PhD
Instructor
Division of Adolescent Medicine

Society for Adolescent Health and Medicine’s 2022 Career Development Award
Sarah Hilgenberg, MD
Clinical Associate Professor
Division of Hospital Medicine

Chair-Elect of the national Associate Program Directors Executive Committee for APPD
Applying Kern’s Six Steps to the Development of a Community-Engaged, Just-in-Time, Interdisciplinary COVID-19 Curriculum


1BS candidate, Department of Biology, Stanford University, Palo Alto, CA, USA. 2Research Manager/Analyst in the Division of Primary Care and Population Health, Department of Medicine, Stanford University School of Medicine, Palo Alto, CA, USA. 3PhD Candidate in the Cancer Biology Program, Stanford University School of Medicine, Stanford, Palo Alto, CA, USA. 4MS Candidate in the Department of Biology, Stanford University, Palo Alto, CA, USA. 5Clinical Assistant Professor of Pediatrics in the Division of Pediatric Hospital Medicine, Department of Pediatrics, Stanford University School of Medicine, Palo Alto, CA, USA.

ABSTRACT: Universities and medical schools often work towards operationalizing their shared mission of facilitating community-engaged work independently. Based on their experience teaching the COVID-19 Elective course at Stanford University School of Medicine, the authors proposed a novel solution for universities and medical schools to achieve an interdisciplinary collaboration within a diverse student population by creating targeted, project-based, and community-engaged courses for addressing emergent health needs. In this article, the authors discuss their curriculum, which was created using Kern’s six-step approach for curriculum development, to address emergent health needs related to the novel coronavirus pandemic. The curriculum provides an opportunity for universities and medical schools to advance community health, educate students across the medical and non-medical education continuum, and foster interdisciplinary cooperation.

KEYWORDS: interdisciplinary studies, curriculum, community health services, population health, COVID-19


TYPE: Perspective

FUNDING: The authors received funding through the Department of Pediatrics, Stanford University School of Medicine, the Office for Public Service, the McCoy Family Center for Ethics in Society, and the Stanford Medicine Teaching and Mentoring Academy.

DECLARATION OF CONFLICTING INTERESTS: The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

CORRESPONDING AUTHOR: Rishi P. Mediratta, Clinical Assistant Professor of Pediatrics in the Division of Pediatric Hospital Medicine, Department of Pediatrics, Stanford University School of Medicine, 450 Quarry Rd, Pediatric Hospital Medicine MC 5460, Palo Alto, California 94304-1459. Email: rshmed@stanford.edu

Rishi Mediratta, MD
Clinical Assistant Professor
Division of Hospital Medicine
Ray E. Helfer Award for Educational Innovation from the Academic Pediatric Association
Noelle Ebel, MD
Clinical Assistant Professor
Division of Peds Gastroenterology, Hepatology, and Nutrition

2022 International Pediatric Transplant Association (IPTA) Future Leaders Career Development Award
Maya Brandt Mathur, PhD
Assistant Professor
Department of Pediatrics

2022 McCormick Faculty Award
Congratulations to our poster finalists!

Haejun Ahn
Nephrology

Andrew Brennan
Pediatrics Residency

Alexandros Drainas
Pediatrics and Genetics

Dorien Feyaerts
Anesthesiology, Preoperative and Pain Medicine

Elizabeth Garfinkle
Student, Gruber Lab

Hannah Gu
Neonatal and Developmental Medicine

Angel Kongsomboonvich
Infectious Diseases

Li Li
Neonatal and Developmental Medicine

Ayan Mondal
Human Gene Therapy

Valerie Peicher
General Pediatrics

Maria Caterina Rotiroti
Hematology & Oncology

Jeffrey Rubin
Human Gene Therapy

Monica Ruiz
Critical Care Medicine

Nina Suresh
Pulmonary Medicine

Laura Tepri
Pediatrics Residency

Yingyiing Ye
Endocrinology

Maya Yablonski
Developmental Behavioral Pediatrics

Lauren Wozniak
Adolescent Medicine

Yanxian Zhang
Endocrinology
Congratulations to our poster winners!

Best poster goes to...

- Haejun Ahn, Nephrology
- Andrew Brennan, Residency Program
- Alexandros Drainas, Pediatrics and Genetics
- Elizabeth Garfinkle, Student, Gruber Lab
- Maria Caterina Rotiroti, Hematology & Oncology
- Monica Ruiz, Critical Care Medicine
- Nina Suresh, Pulmonary Medicine
- Laura Tetri, Pediatrics Residency
- Lauren Wozniak, Adolescent Medicine
- Yanxian Zhang, Endocrinology
Congratulations to our trainee presenters!

Jennifer Dai
Medical Student
Nima Aghaeepour’s Lab
Stanford School of Medicine

Hagoon Jang, PhD
Postdoctoral Scholar
Human Gene Therapy
Stanford School of Medicine

Nicole Krentz, PhD
Postdoctoral Scholar
Endocrinology
Stanford School of Medicine

Emma Squire, MD
Resident
Pediatrics Residency Program
Stanford School of Medicine
Thank you logistics team & volunteers!
Lactation Champion Role

1. Be familiar with the available lactation support resources across the hospitals and School of Medicine. The champion should serve as a point of contact and information source for returning parents in the department (students, residents, faculty, and scientists) regarding lactation room locations that will meet their specific needs. The Champion should also be a point of contact in the department if nonclinical workplace lactation issues arise.

2. Attend the quarterly School of Medicine Lactation Champions Council meetings and work with the Council to advance system-wide improvements.

3. Work with leaders of the Department to: a. develop a department-specific lactation support plan to supplement the overall SoM Lactation Support plan. This would include recommendations specific to the nature of the work in a department regarding time accommodations to meet the needs of students, scientists, and clinical providers (inpatient, surgical and outpatient). b. help lactating physicians and scientists in the department contact the right leaders to facilitate implementation of the department-specific lactation support plan.

4. Contact supervising attendings for lactating medical students to ensure that they have adequate accommodations.

Jessica Gold, MD
Clinical Associate Professor
Director of Well-being for Physician Relationships
Remaining HEAL Session Dates

Goal is to reach 70% completion by August 2022

Current completion rate is **64%** - help us reach our goal!

**Remaining Faculty Training Dates:**
- June 1, 8-12
- June 2, 8-12
- June 10, 8-12
- June 20, 1-5
- June 22, 1-5 (Research)
- June 30, 8-12

**Remaining Staff Training Dates:**
- June 8, 8-12
- June 13, 8-12
- June 16, 1-5
- June 28, 8-12
- July 12, 1-5 (Lab Staff)
Please nominate a colleague for the Annual Pediatrics Faculty and Staff Awards

Due: May 31, 2022

Awards for Faculty
- Fernando Mendoza DRIVE Award
- Advocacy Award
- Early Career Clinical Excellence Award
- Mid-Senior Clinical Excellence Award
- Basic Science Research Award
- Clinical Science Research Award
- Laura Bachrach Mentor Award
- Postdoc Mentor Award
- Medical Education Scholarship Award
- Fuji Apple Teaching Award

Awards for Staff
- Staff DRIVE Award
- Collaboration Award
- Donna Schurr Spirit Award
- Innovation Award
- Rising Star Award

Awards Day will take place in person on Friday, June 24, 2022 at 8AM in LPCH Auditorium

5k and kids’ fun run | June 18, 2022 | Stanford

Participate in-person or virtually. Use SCAMPER4KIDS to save $5!

SummerScamper.org
Summer Scamper

• Raise money for the pediatric program closest to your heart.
• Register, join a team, form a team, or volunteer.
• Participate in-person or virtually on June 18!
Academic Affairs
A&P Committee

Department of Pediatrics
May 26, 2022
THANK YOU!
Shawna McManus  
Director of Academic Affairs

Sarah Wright  
Sr Academic Affairs Manager  
- Cardiology, Stem Cell Transplantation and Systems Medicine

Abhi Singh  
Academic Affairs Manager  
- Adolescent Medicine, Neonatology, Developmental and Behavioral Pediatrics

Mollie Cavanagh  
Academic Affairs Specialist  
- General Pediatrics, Allergy, Immunology, Rheumatology and Medical Genetics

Kristi Townsend  
Faculty Recruitment Manager

Shumi Khan  
Associate Director, Academic Affairs  
- Biomedical Ethics, Endocrinology, Hematology/Oncology, Infectious Diseases

Mary Rivera  
Academic Affairs Manager  
- Hospital Medicine, Operations, Pulmonary Medicine and Critical Care

Meenal Narayan  
Academic Affairs Specialist  
- A&P Committee Coordinator, Gastroenterology, Nephrology and Human Gene Therapy

Julia Tarverdi - Meza  
Academic Affairs Assistant

DJ Bajwa  
Faculty Recruitment Coordinator
ACADEMIC AFFAIRS TEAM

SUPPORT

• Centralized service for the department (872+ active appointments)
  • 434 CE/UML/NTL/UTL appointments
  • 7 Visiting faculty, visiting instructors and visiting scholars
  • 302 Unpaid voluntary appointments - ACF and Clinical Educators (Affiliated)
  • 91 Secondary and Courtesy appointments
  • 38 Instructors

• Act as a liaison between Divisions and SOM Office of Academic Affairs
  • Navigating the academic review process, sabbaticals, PDL etc.
  • Faculty relations

• Provide recommendations on rank/line and guidance on SoM policies
**ASSOCIATE CHAIR ROLE**

**ACADEMIC AFFAIRS**

Assist Department 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**

David Maahs, MD, PhD
Associate Chair for Academic Affairs, Department of Pediatrics
Review all candidate files and guide the discussion based on the proposed action and the criteria for academic line and rank.

Ensure that the proper procedures are followed during the meeting.

The A&P Chair may decide to defer voting on a file to obtain further information from Academic Affairs or the department Chair.

Forward the Committee’s votes and recommendations to the department Chair.
Chair has delegated responsibility to:

**Appointments & Promotions (A&P) Committee**

- Janelle Aby, MD*
- Cristina Alvira, MD
- Manuel Amieva, MD, PhD (Chair)
- Suzan Carmichael, PhD
- Sharon Fei-Hsien Chen, MD
- Michael Cleary, MD
- Tim Cornell, MD
- Anne Dubin, MD
- Bonnie Halpern-Felsher, PhD
- Korey Hood, PhD
- Michael Jeng, MD
- Joe Kim, MD
- Grace Lee, MD
- Henry Lee, MD
- Crystal Mackall, MD
- John Mark, MD
- Alison Marsden, PhD
- Matt Porteus, MD, PhD*
- Steve Roth, MD
- Julien Sage, PhD
- Gary Shaw, DrPH
- David A. Stevenson, MD
- Elizabeth Talley, MD
- Seda Tierney, MD*
- Jason Wang, MD, PhD*

*New Member
Faculty Recruitment & 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.
Chief and Faculty Discuss Promotion Readiness

Decision to promote/ readiness discussed by Chief/Faculty

Academic Affairs Launches Action by Requesting Materials

Evaluation Unit votes on action to move forward

Pediatrics A&P review and vote

SoM A&P review and vote (+ Provost Review for UML/UTL)
Clinician Educators (CE)

**CRITERIA**

**Appointments and Promotions**

- **Primarily appointed for clinical care and teaching**
- **Appointments** *(requires a search)*
  - Duration: Clinical Assistant Professor - 4 years initial, 6 years subsequent
    - Clinical Associate Professor - 5 years
    - Clinical Professor - 5 years
    - Clinical Instructors - up to 3 years; locum tenens and some Hospitalists
- **Promotions**
  - Requires approval from the Chair/Associate Chair
  - Expectation: Excellence in clinical activities and in teaching
- **Recognition**
  - Associate: “have attained regional recognition”
  - Professor: “have attained national recognition”
The Professoriate is defined as:

Conforming to 1989 and 1990 actions of the Senate of the Academic Council, the Professoriate consists of the following categories of professorial appointments:

- **Tenure Line faculty (UTL)**
  - Assistant Professor, Associate Professor, Professor

- **Non-Tenure Line faculty**
  - Assistant Professor (Research), Associate Professor (Teaching, Research), Professor (Applied Research, Clinical, Teaching, Research)

- **University Medical Line faculty**
  - Assistant Professor (UML), Associate Professor (UML), Professor (UML)
“Excellence in the overall mix of clinical care, teaching, and scholarly activity that advances clinical medicine”.

- **Scholarship:** 20% protected time

- **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”
Appointments and Promotions

Research & Teaching Line faculty are members of the Professoriate and of the Academic Council of Stanford University and of the School of Medicine’s Faculty Council.

- **Appointments**
  - Research & Teaching**
    - Assistant Professor – 4 years
    - Associate Professor** – 5 years
    - Professor** – 5 years
  **(NTLT are initially appointed at the rank of Associate Professor)

- **Reappointment or Promotions**
  - Research & Teaching**
    - Assistant Professor – 3 years, not to exceed 7 years
    - Associate Professor** – renewable unlimited number of 5 year terms or a continuing term
    - Professor** – renewable unlimited number of 5 year terms or a continuing term

Non-Tenure Line Research / Teaching
(NTLR / NTLT)
• 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”
DEPARTMENT LEVEL

ACADEMIC REVIEW Process

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 review prior to evaluation unit review and provide any necessary guidance

Launch email and collection of candidate materials

• CV, candidate’s statement, list of suggested referees/trainees/clinical evaluators
DEPARTMENT LEVEL, cont’d

File assembly

- Referee letters, teaching/trainee evaluations, clinical evaluations, and cover sheet summarizing file (or narrative report for long forms) summarizing the contents of the file
- After all evaluative materials received, counseling memo drafted by Division Chief
- Importance of standardization of portfolio/AA team’s job is to make sure portfolio is in order

Departmental review

- Division Chief approval
- Evaluation Unit (for UML/NTL/UTL actions) review and approval
- Pediatrics Appointments and Promotions Committee review and approval
- Chair approval
A&P Committee

Monthly meeting (2nd Wednesday of the month)

- UML/NTL/UTL: all appointments; reappointments and promotions
  
  Minimum of 9 votes required for UML/NTL/UTL actions

- Must include 9 votes from Professoriate faculty at same rank for Professoriate actions

- Clinician Educators: Professor rank appointments; Associate Professor and Professor promotions

Electronic vote (twice a month)

- Clinician Educators: Assistant Professor appointments and promotions, Associate Professor appointments; all reappointments
<table>
<thead>
<tr>
<th>COMPONENTS OF THE CE FILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Sheet</td>
</tr>
<tr>
<td>Clinical Excellence Survey</td>
</tr>
<tr>
<td>Chief Approval of Action</td>
</tr>
<tr>
<td>Policy Practice Exemption Form</td>
</tr>
<tr>
<td>Transmittal Memo</td>
</tr>
<tr>
<td>(for candidates at 50-99% who have clinical activity</td>
</tr>
<tr>
<td>outside of SHC)</td>
</tr>
<tr>
<td>FARM History</td>
</tr>
<tr>
<td>Counseling Memo</td>
</tr>
<tr>
<td>CV</td>
</tr>
<tr>
<td>Internal/External Letters of Evaluation</td>
</tr>
<tr>
<td>(not required for reappointment)</td>
</tr>
<tr>
<td>Candidate Statement</td>
</tr>
<tr>
<td>Teaching Evaluations</td>
</tr>
</tbody>
</table>
## COMPONENTS OF THE LONG FORM (Professoriate)

<table>
<thead>
<tr>
<th>Cover Sheet</th>
<th>Referee Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billet Form</td>
<td>Trainee Letter Grid</td>
</tr>
<tr>
<td>Summary of Votes</td>
<td>Trainee Solicitation Letter</td>
</tr>
<tr>
<td>CV</td>
<td>Trainee Letters</td>
</tr>
<tr>
<td>Candidate Statement</td>
<td>Teaching Evaluations</td>
</tr>
<tr>
<td>Narrative Report</td>
<td>Clinical Excellence Survey</td>
</tr>
<tr>
<td>Referee Grid</td>
<td>Counseling Memo</td>
</tr>
<tr>
<td>Sample Solicitation Letter</td>
<td></td>
</tr>
</tbody>
</table>
CV

I. Personal Information: Name, title, work contact information. Do not include personal identifiers such as birthdate, marital status, children, social security number.

II. Educational Background: If possible, please format dates to include the month and year and please include start and end dates for education and training.

III. Board Certifications: Please include dates.

IV. Professional Appointments

V. Honors and Awards: Please do not include grant awards here—these should be listed under “Grants.”

VI. Scholarly Publications: bold your name, Peer Reviewed, Original Research, Peer Reviewed other, Non-peer reviewed, Book Chapters, Books, Digital Publications, Abstracts.

VII. Grants: Current, Pending, Prior—include: role, agency, type and term of funding, but NOT dollar amounts.

VIII. … … ../
XIV. Presentations- Divide into

A. Invited Presentations. Useful to group into International, National, Regional and Local. (Presentations at meeting from submitted abstracts are not Invited Presentations)

B. Teaching Presentations

XV. … … …
WRITTEN SCHOLARSHIP

- Peer reviewed (original research), Peer reviewed (other), and non-peer reviewed publications must be listed separately
  - Can include submitted which must be designated as such
- Number: “There is no set number”
- Prestige of journals
- First/senior author v. middle author
  - Middle author publications from the last five (5) years need to be annotated for role
- Trajectory
- Focused area of research
- Independent research, especially for UTL and NTL
## Department of Pediatrics A&P Committee Checklist

**Reviewer’s Name:**

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th>Division: Action, Rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training History:</td>
<td>Recent Work History / Current Status:</td>
</tr>
<tr>
<td>M.D. Ph.D. Residency Fellowship/Postdoc</td>
<td></td>
</tr>
</tbody>
</table>

Years in Current Rank: _______
Clinical and Administrative % effort clinical; __ Board Certification Directorships (clinics, pro Evaluations Letters

**Clinical Excellence Survey Report**

**Q2 - PLEASE TELL US ABOUT YOURSELF** Please indicate the nature of your relationship to the candidate (choose the single best fit):

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trainee of the candidate</td>
<td>31.82% 7</td>
</tr>
<tr>
<td>2</td>
<td>Clinical administrator (for example, nurse manager or clinic manager)</td>
<td>4.55% 1</td>
</tr>
<tr>
<td>3</td>
<td>Allied healthcare provider (for example, nurse practitioner or physician assistant)</td>
<td>9.09% 2</td>
</tr>
<tr>
<td>4</td>
<td>Physician (not trainee)</td>
<td>50.00% 11</td>
</tr>
<tr>
<td>5</td>
<td>Other</td>
<td>4.55% 1</td>
</tr>
</tbody>
</table>

*Clinical evaluators nurses, etc.*
**Checklist**

**Teaching and Mentoring:**
- % effort
- Evaluations
- Letters

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**aggregate evaluation report**

**medhub - stanford health care**

**resident evaluation of faculty**

**date range:** 06/01/17-06/30/18

**responses:** 15

<table>
<thead>
<tr>
<th>Below expectations</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Outstanding</th>
<th>Avg.</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4.53</td>
<td>0.5</td>
</tr>
</tbody>
</table>

- Need for evaluations from affiliate institutions
  - **Can be developed**

- For evaluations, "one offs" are not concerning, themes are worrisome
Evaluations letters must support regional/national reputation.
*Should include letters from institutions outside Stanford/affiliates and institutions other than those where candidate trained or previously worked
<table>
<thead>
<tr>
<th>Investigative / Scholarly Area:</th>
<th>Publications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>% effort</td>
<td>Peer reviewed articles: ___total, ___since last action</td>
</tr>
<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>
</tr>
<tr>
<td>Particularly strong performance noted, e.g. outstanding clinician, teaching awards, article in prestigious journal</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Issues discussed, i.e. red flags</td>
<td>Resolution/plans for improvement</td>
</tr>
</tbody>
</table>
• If concerns with the file are expressed, the action may be tabled and the Dept. Chair notified

• Voting is by secret ballot

• Composition of votes is recorded by Academic Affairs staff. This includes # of yes and no votes and the lines and rank of each voter

• Minimum of 9 votes is required for quorum

• For professoriate actions a quorum of professoriate voters is required

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

• The Department Chair makes the ultimate decision
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 and the Clinician Educators Appointments and Promotions Committee (CE A&P) which reviews Clinical Assoc Prof and Clinical Professor actions.
- 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 Provost
Evidence of regional and national reputation

- Concrete examples
- Evaluation letters from individuals outside our own institution and institutions where the individual trained
- Invited talks outside of Stanford

Evidence of teaching excellence

- Need for teaching evaluations outside of Stanford
  - Can be developed, distributed, and collected by Divisions (example: Hospital Medicine)

Recusals

- Mentors, collaborators, Division Chiefs, eval unit
- Policy around limited co-authorship and former PCAMP mentors
Resources:

SoM OAA website: med.stanford.edu/academicaffairs
✓ List of examples that demonstrate regional and national reputation
✓ Faculty Handbook with criteria for appointments, reappointments and promotions

Additional Resource:

Pediatrics Academic Affairs Website:
http://med.stanford.edu/pediatrics/academicaffairs.html
LISTENING TOUR: ACADEMIC AFFAIRS

• Meet with Chiefs, Associate Chairs, Academic Affairs team
• Suggestions:
  • Reduce time from Search start to appointment (dashboard)
    • Clarity on Search Lead/Chief interactions
  • Consistency, transparency, efficiency with AA actions across Dept and SOM/University
  • Clarity on AA processes & availability of materials on website
  • More efficiency with re-appointments & promotions
  • Annual review process for promotion readiness
  • Chiefs to serve on A&P
• In process:
  • CE working group (Chen/Sutherland leads) for faculty at satellites, best practices for promotion
  • Promotion readiness questions for G&A (pilot with GI)
• Available to meet with Chiefs & Faculty regarding AA questions/concerns
• Future topics: mentoring, wellness, DEI, lots of collaboration with Chiefs and ACs
PROMOTION READINESS CHECK-IN

1) Have you reviewed your teaching evaluations with your Division Chief on an annual basis and agreed on a plan to address any areas for improvement? If so, what is the plan?

2) Please refer to the Faculty Handbook for requirements for your line and next academic step: https://med.stanford.edu/academicaffairshandbook.html

3) State 3 (or more) actions taken in the past year to prepare for promotion:

4) State 3 (or more) actions you plan to take in the next year to prepare for promotion:

5) What can your Chief or Division do to help with promotion readiness?
### ACTIONS PROCESSED BY THE ACADEMIC AFFAIRS TEAM*

<table>
<thead>
<tr>
<th>Action Processed</th>
<th># Processed in 2021</th>
<th># Processed to date in 2022 (Thru 5/15/2022)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtesy/Secondary/Joint Appointments</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>CE (Affiliated) / ACF / Visitor / Lecturer / Adjunct Faculty Appts, Reappointments &amp; Promotions</td>
<td>63</td>
<td>32</td>
</tr>
<tr>
<td>Instructor / Clin Instructor / Clin Scholar Appts and Reappointments</td>
<td>47</td>
<td>8</td>
</tr>
<tr>
<td>Extensions (including COVID extensions)</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>Emeritus Recalls</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>FTE Changes</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Sabbatical / PDLs</td>
<td>143</td>
<td>26</td>
</tr>
<tr>
<td>Departures / Retirements</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>A&amp;P Committee Actions</td>
<td>82</td>
<td>37</td>
</tr>
<tr>
<td><strong>TOTAL ACTIONS</strong></td>
<td><strong>443</strong></td>
<td><strong>147</strong></td>
</tr>
</tbody>
</table>

* 99% Approval Rate
Other Topics

1. Search processes to be covered in presentation with Chiefs
2. There are resources available at both the Pediatrics AA website and the SoM OAA website
   1. Peds AA website: https://med.stanford.edu/pediatrics/AcademicAffairs-HR/AcademicAffairs.html
   2. OAA Website: https://med.stanford.edu/academicaffairs.html
QUESTIONS?