

Dean's Newsletter

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Employee Recognition Day Celebrates Why Stanford is Such a Great Institution

Virtually every day our media services carry announcements of the contributions of our faculty, students and trainees in science and medicine. These contributions are often remarkable; they have helped transform knowledge and have created new tools to diagnose, treat or prevent human disease. Indeed, our faculty are among the most lauded in the world, having received the highest amount of peer-reviewed funding per person in the country, along with a disproportionate share of prestigious awards and memberships in distinguished societies and foundations such as the Howard Hughes Medical Institute, the National Academy of Sciences, Institute of Medicine among others. And while these accolades are well deserved, none would have been possible without the dedicated commitment and support from the outstanding staff who bring vibrancy, intelligence, diligence and success to the Stanford community. These individuals carry out key experiments, support students and trainees, participate in our clinical care mission, oversee veterinary services, provide administrative support and help connect our community over time and space. Indeed, many of our valued staff have worked at Stanford for decades – some even 40 years or more.

On April 16th we celebrated the hundreds of staff who have worked at Stanford for five or more years in a festive recognition event held in the new conference center in the Li Ka Shing Center for Learning and Knowledge. In particular we noted the 65 staff members who have worked at Stanford for more than 20 years, including Tom Nozaki, who has logged in 40 years of service, and Beverly Bonfert, Jane Eaton and Pamela Petrie, who have each served for 35 years

(<http://med.stanford.edu/employeerecognition/>). We also celebrated fifteen staff who have worked at Stanford for 30 years and whose bios can be found at

<http://med.stanford.edu/employeerecognition/honorees/30years/>. Also highlighted are the 21 individuals who have worked here for 25 years (see: <http://med.stanford.edu/employeerecognition/honorees/25years/>) and the 35 who have been members of our community for 20 years (see: <http://med.stanford.edu/employeerecognition/honorees/20years/>).

In addition to honoring our employees, we also celebrated the two individuals who were named by their colleagues as the recipients of the 2010 Spirit Award. This is the 10th year that this award has been given to individuals who embody consistent dedication, initiative, motivation, positive attitude and service to those whom they support or interact with. This year's awardees are:

- **Katie Allen**, Administrative Associate in the Department of Surgery and its Division of Multi-Organ Transplantation.
- **Jeff Melton**, Information Systems Manager in the Department of Medicine and the Stanford Prevention Research Center

Ms. Allen's and Mr. Melton's bios can be viewed at <http://med.stanford.edu/employeerecognition/spirit/>. Please join me in congratulating them and in thanking all of our Stanford Medical School employees.

Thinking About Learning: Now and the Future

As we begin outfitting the new Li Ka Shing Center for Learning and Knowledge (LKSC) for the coming academic years, many will celebrate the state-of-the-art programs we will be putting into place. I am certainly proud of our accomplishments and grateful to all who have made these successes possible. However, I find myself already thinking about the future and how we can get ready to leap beyond our current (even though not even yet fully installed) technologies into the world that will await us 10-20 years from now. The medical and graduate students who will join Stanford in 2020 and beyond (if not even sooner) will be the recipients of knowledge yet to be created. It is inevitable that their learning styles will be different from those of today's students. They will no doubt pose challenges and opportunities for how we educate them and for the settings that will be necessary to optimize learning. We all recognize that knowledge content will evolve rapidly. But we are just at the cusp of watching the tools of education change dramatically.

For example, as I complete the final editing of the sixth edition of one of the textbooks I have edited for the past two decades, I am keenly aware that these large paper bound compendiums will give way to digitized formats in the future. Indeed, most knowledge content will soon be carried in hand held devices and searches into large data storehouses will replace the shelves of journals and books of our medical libraries. In fact, they already have. These changes are already self-evident. Less clear is how students who have grown up with these technologies will learn and how we can engage them most successfully. There is also the need to balance highly technologically driven learning

tools with the very real need of sustaining – and enhancing – humanism and professionalism as part of the medical school curriculum and lifetime learning journey. This continuum, which will begin in high school (if not earlier), will continue throughout the life of the physician and scientist, and it is time to start to envision those changes, many of which will occur incrementally– and some of which we cannot even begin to imagine.

To begin preparing for the future I am initiating a planning process that will focus discretely on medical student, graduate student and postdoctoral scholar education and learning with the goal of aligning them along a continuum as the planning process unfolds. Each of these planning efforts will commence with a mini-think tank that we will hold this summer. This will be followed by more focused task force explorations in the fall with the goal of bringing the dialogue together in time for our Leadership Retreat in February 2011. Some of the questions we will address are extensions of the challenges and opportunities I highlighted in my January 11, 2010 Dean's Newsletter. These questions will be amplified and supplemented by issues now arising as we prepare to open the LKSC. Most importantly they will be guided by "unknowns" we will try to envision for the future. We will do our best to progressively engage broad participation in this dialogue and I will certainly do my best to keep you apprised in future issues of the Newsletter.

Invitation to the May 12th Open House for the LKSC

The Li Ka Shing Center for Learning and Knowledge (LKSC) will open its doors for a sneak peak at the new spaces and programs during a one day "Teaching and Learning Open House" on May 12th from 10am-3pm (<http://lksc.stanford.edu/openhouse/>). Since the building will not be fully operational until August 16th, this is a unique chance to see the teaching spaces and the simulation areas prior to fall quarter. This will be one of the only opportunities for staff and faculty to see the spectacular views from the student-only 4th floor Yeung Family Rooftop Patio and the Berg Family Commons as well as the other teaching and learning spaces that make the LKSC one of the most remarkable centers in the world.

Visitors to the May 12th Open House will be able to take a self-guided tour through all of the key areas of the building. Each area will highlight a unique program including:

- The Immersive Learning Center on the Ground Floor
- The high-tech class room facilities on the First Floor
- The incredible and highly flexible Conference Center and class rooms on the Second Floor
- The Dean's Office Suite and class rooms on the Third Floor
- The Student Commons, including exercise facility and study rooms on the Fourth Floor

We look forward to welcoming you to the LKSC on Wednesday, May 12th from 10 am –

3pm.

Alumni Visit Stanford and the LKSC

Saturday, May 1st was Alumni Day for the School of Medicine. The theme of the day, “Transforming Medical Education,” honored medical school graduates from the era when the school was housed in San Francisco, those who graduated over the 50 years that have passed since the school joined the campus of Stanford University and, in anticipation, future generations of graduates epitomized, in part, by the new Li Ka Shing Center for Learning and Knowledge (LKSC). Alumni graduating in the 1940’s and 1950’s to the present attended sessions on medical education featuring presentations by leading faculty followed by tours of the LKSC. The enthusiasm and excitement of the alumni was palpable – as was their pride in Stanford Medicine past and future.

In addition to thanking all of our faculty speakers, I want to add my deep appreciation to the exceptional work done by our Office of Medical Development in planning and coordinating the alumni events – of course in conjunction with the Stanford University Medical Center Alumni Association. Thanks to all!

Thanks from Haiti’s Hôpital Albert Schweitzer

Immediately after the horrific earthquake that devastated Haiti and especially its capital city of Port au Prince on January 12th, relief teams from Stanford (see: <http://med.stanford.edu/ism/2010/february/haiti-follo-0208.html>) and around the world rushed to bring medical care and other vital resources to the millions of Haitians whose lives had been so dramatically disrupted by this natural disaster. In addition to this emergency relief, communities provided financial support to help rebuild Haiti’s fractured infrastructure – something that was already fragile even prior to the earthquake. Stanford University has played an important role in this relief effort thanks to the vision of Dr. Michele Barry, Senior Associate Dean for Global Health, and other Stanford faculty like Dr. Ralph Greco, Johnson and Johnson Professor of Surgery, who have spent years working in Haiti at the Hôpital Albert Schweitzer. Dr. Barry recommended that dean’s office and departments provide funds that could be matched by students, faculty and staff of Stanford University. Over a 10 day period, this resulted in approximately \$350,000 of funding – a testimony to the generosity and compassion of the Stanford community (<http://med.stanford.edu/ism/2010/february/haiti-donate-0208.html>).

On April 26-27th, Ian Rawson, the Managing Director of Hôpital Albert Schweitzer visited Stanford to offer his thanks and appreciation for contributions that helped the doctors and staff to provide exceptional medical care during the immediate aftermath of the extraordinary crisis. I had the pleasure to meet with Mr. Rawson and want to convey directly to you how much the contributions you provided impacted the lives of individuals who suffered incredible losses and personal devastation. On behalf of the Hôpital Albert Schweitzer, Mr. Rawson wanted me to offer his deepest thanks and appreciation.

AAMC Previews the Changing Face of Tenure in Medical Schools

As we recognize all too well, the last two years have been economically challenging for our nation, our university and our medical school. Despite these challenges, I have also underscored that, compared to many of our peers across the nation, Stanford remains on solid financial footing, although a number of sacrifices and difficult choices have had to be made to sustain our success. At the same time, it is important to remind ourselves that medical schools remain vulnerable because of their dependency on competitive sponsored funding for research and income from patient care activities – both of which are impacted by changes in the economic environment. Also vulnerable to the changing economic climate is support from gifts, endowment income, support from foundations and, where applicable, state and other public financing. Accordingly, medical school faculty are largely on “soft money” even though many aspire to “tenure track positions.”

A recent “Analysis in Brief” from the Association of American Medical Colleges, reported that the prospect for tenure with a specific financial guarantee is becoming increasingly uncommon. For example, a 2008 survey of the 111 medical schools that offer “tenure” for their clinical faculty found that 41% had no financial guarantee associated with tenure. Even when a financial guarantee was available, in most cases it was for a base salary. Notably, over the past decade financial guarantees for clinical faculty have been declining, with 38% of schools having no financial guarantee in 2008. This is similarly the case for basic science faculty. Increasingly medical schools are offering “tenure of title” which really amounts to the guarantee of an honorary title at the discretion of the medical college but with no right or expectation of financial support.

At Stanford we plan to continue our tenure policy, which guarantees the base salary for University Tenure Line (UTL) faculty who have been promoted with tenure. Medical Center Line (MCL) faculty may receive their base salary when they have achieved “continuing appointment” status as professor. While we have limited the size of our faculty (compared to virtually all of our peers) we have determined that it is preferable to provide support and financial guarantees for a smaller number of highly successful faculty than to limit or eliminate support in order to have a larger faculty. While this has consequences, I continue to believe it is the most responsible way to protect our faculty and their academic freedom.

Conflict of Interest and Professional Societies

In the evolving context of policies regarding academia-industry relations, the Council of Medical Specialty Societies (CMSS) announced on April 21st its CMSS Code for Interactions with Companies. The Code was developed by a 30 member task force comprised of leaders of member societies, and it includes seven core principles that cover:

- ***Conflict of Interest*** policies and procedures for society activities such as meetings, clinical practice guidelines, journals

- **Financial Disclosure** whereby public disclosure of any donations and support received from for-profit companies as well as society Board members' financial and uncompensated relationships with companies.
- **Independent Program Development** that provides publicly available policies and procedures ensuring that educational programs, advocacy positions, and research grants are developed independent of industry support
- **Independent Leadership** that prohibits professional society leaders (including presidents, CEOs and editors-in-chief of society journals) from having direct financial relationships with relevant for-profit companies in the health care sector.

The full report and list of signers can be found at www.cmss.org/codeforinteractions.aspx.

Concurrently, an increasing number of pharmaceutical and device industries are publicly listing physicians who have received compensation from them for speaking, consulting and related activities. The increasing transparency of financial relationships between industry and academia as well as between industry and practicing physicians is accelerating at a rapid pace. This represents a fundamental transformation of the murky and sometimes conflicted and intertwined financial relationships of just a couple of years ago. This is an important evolution that marks an important turning point in academia-industry relations. And while it is important to sever ties whereby physicians in academia becoming engaged in the marketing activities of industry, it is also important to foster ways for appropriate non-conflicted ways for physicians and scientists to interact with industry to develop new drugs, devices, diagnostics, etc. This is a goal that I, along with others, am also working to achieve.

Awards and Honors

This past week two of our nation's most prestigious academies announced the election of 2010 members – both of which included faculty in the School of Medicine. They included:

- **Joseph B. Shrager, MD**, Professor of Cardiothoracic Surgery and Chief, Division of Thoracic Surgery, was recently elected to the American Surgery Association, which is the oldest and most prestigious surgical Society. Congratulations to dr. Shrager!
- **Richard Barth, MD**, Professor of Radiology and Radiologist-in-Chief of the Lucile Packard Children's Hospital, was elected President of the Society of Chairmen of Radiology at Children's Hospital (SCORCH) for a 2 year term. Dr. Barth will also serve as a member of the Board of Directors for the Society of Pediatric Radiology. Congratulations to Dr. Barth!
- **The American Academy of Arts and Sciences** elected 229 "leaders in the sciences, social sciences, the humanities, the arts, business and public affairs."

Among these are the following Stanford School of Medicine faculty:

- ***Karla Kirkegaard, PhD***, Professor and Chair of the Department of Microbiology and Immunology
- ***Michael Levitt, PhD***, Professor of Structural Biology
- ***Thomas Sudhof, MD***, Avram Goldstein Professor in the School of Medicine and Professor, by courtesy, of Neurological Sciences and Psychiatry and Behavioral Sciences and Member, Howard Hughes Medical Institute

- **The National Academy of Sciences** elected 72 members, four of whom are faculty at Stanford University, including one in the School of Medicine:
 - ***Roel Nusse, PhD***, Professor and Chair of the Department of Developmental Biology and Member of the Howard Hughes Medical Institute.

Please join me in congratulating Drs. Kirkegaard, Levitt, Sudhof and Nusse.

Appointments and Promotions

- **Jill A. Helms** has been promoted to Professor of Surgery, effective 5/01/10.