



Preparing for Promotion to Clinical Associate Professor in the Clinician Educator Line

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Clinician Educator Appointments & Promotions Committee

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

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Agenda

- Criteria
- Appointment & Promotion Patterns
- Counseling
- Developing Regional & National Recognition
- Professional Development Opportunities
- Professional Development Leave
- Review Process
- Evidence

Promotion to Clinical Associate Professor

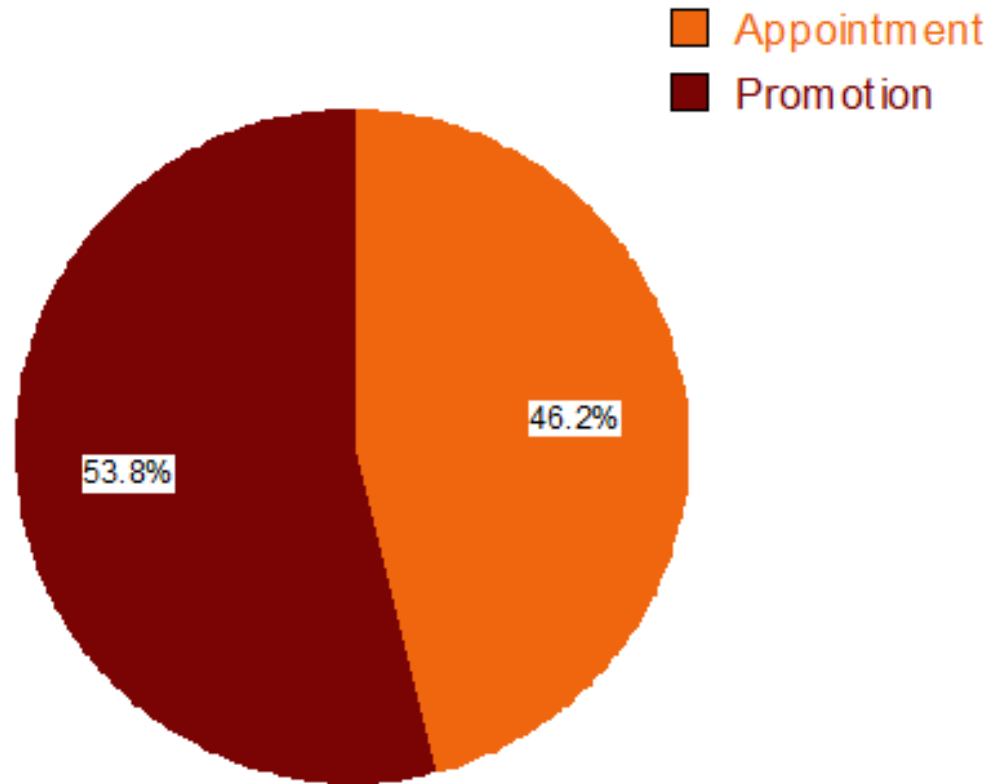
- Promotion ...will be considered for those who have demonstrated excellence in the overall mix of clinical care and clinical teaching (and, if applicable, institutional service and/or scholarly activities) during their terms of appointment as Clinical Assistant Professor. **There should be evidence that candidates have attained regional recognition as superior clinicians and clinical teachers.** There should be evidence that the candidates will successfully continue to fill the programmatic need for which the appointment is made and to make meritorious contributions to their discipline and to the School.

Special Cases & Early Promotion

- In special cases, other factors may be considered for promotion for those individuals who do not have regional prominence, including **extraordinary contributions** in such broadly defined areas as teaching and clinical excellence, clinical innovation, program building and/or administrative activities.
- Exceptional circumstances may, on occasion, justify early promotion to this rank, in which case the justification must be well documented.

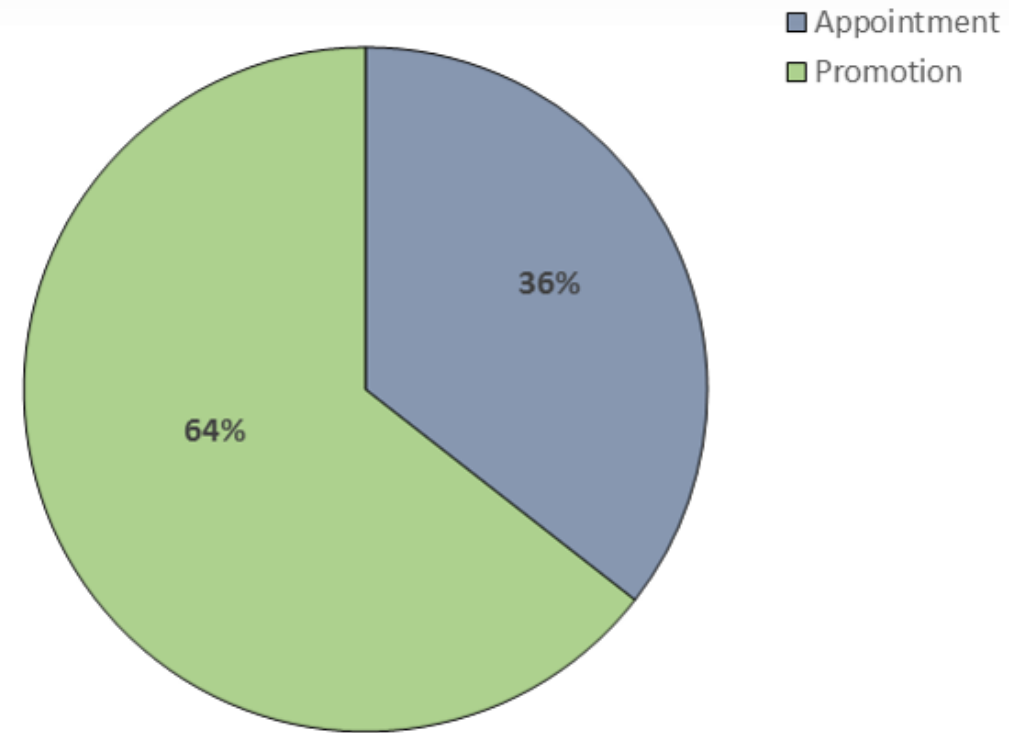
Appointment & Promotion Patterns Clinical Associate Professors

September 1, 2014



Clinical Associate Professor (n= 197)

September 1, 2016



CLINICAL ASSOCIATE PROFESSORS (n = 256)

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
- 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/CEs/CEFacultyResources/counseling.html>

Developing Clinical Recognition

- Take initiative in guiding, leading and innovating clinical programs
- Network with colleagues on collaborative projects with regional and/or national impact
- Identify a shared need, develop a response and become a leader recognized by the outside community
- Participate in your professional societies and seek leadership roles within them
- Seek opportunities to present at Grand Rounds outside of Stanford

Developing Teaching Recognition

- Become involved in teaching undergraduates, medical students, residents, fellows, health care professionals, community members
- Teach in CME programs
- Innovate teaching programs and teaching techniques, curricula and media
- Disseminate innovations through professional groups, regional and national meetings, presentations

Developing Administrative/Institutional Service Recognition

- Become involved in hospital initiatives, regional and national organizations and initiatives
- Become involved in quality initiatives

Developing Scholarly Recognition

- Become involved in clinical research, innovation
- Network with colleagues for opportunities for editorial board service with specialty publications
- Publish articles/chapters/books
- Publications are considered but are not required for promotion

Professional Development Opportunities

- The Stanford Faculty Development Center for Medical Teachers provides teaching improvement support to medical teachers at Stanford University School of Medicine in undergraduate, graduate and continuing medical education through workshops and consultation, <http://sfdc.stanford.edu/>
- Office of Faculty Development and Diversity offers programs that help faculty develop to their full potential as academic and community leaders
<http://med.stanford.edu/facultydiversity.html>

Professional Development Opportunities

- Participate in your department's mentoring program and if there is not one, express an interest in having one developed
- Take Clinician Educator Professional Development Leave and paid conference leave when you can

Professional Development Leave Policy

- The purpose of Professional Development Leave is to free Clinician Educators from their normal clinical and teaching duties, enabling them to **pursue training and/or education-related projects or opportunities that will enhance their patient care and teaching activities at Stanford.**

Eligibility

- Clinical Assistant/Clinical Associate/Clinical Professors accrue PDL; Instructors do not accrue PDL
- Stanford University employees accrue PDL; CE affiliates do not accrue PDL
- Benefits eligible faculty (0.5 FTE or greater) accrue PDL; per diem employees, and those less than 0.5 FTE do not accrue PDL
- PDL cannot be used until the applicant has worked for a minimum of 5 years as Clinical Assistant/Clinical Associate/Clinical Professor.

Calculating Accrual

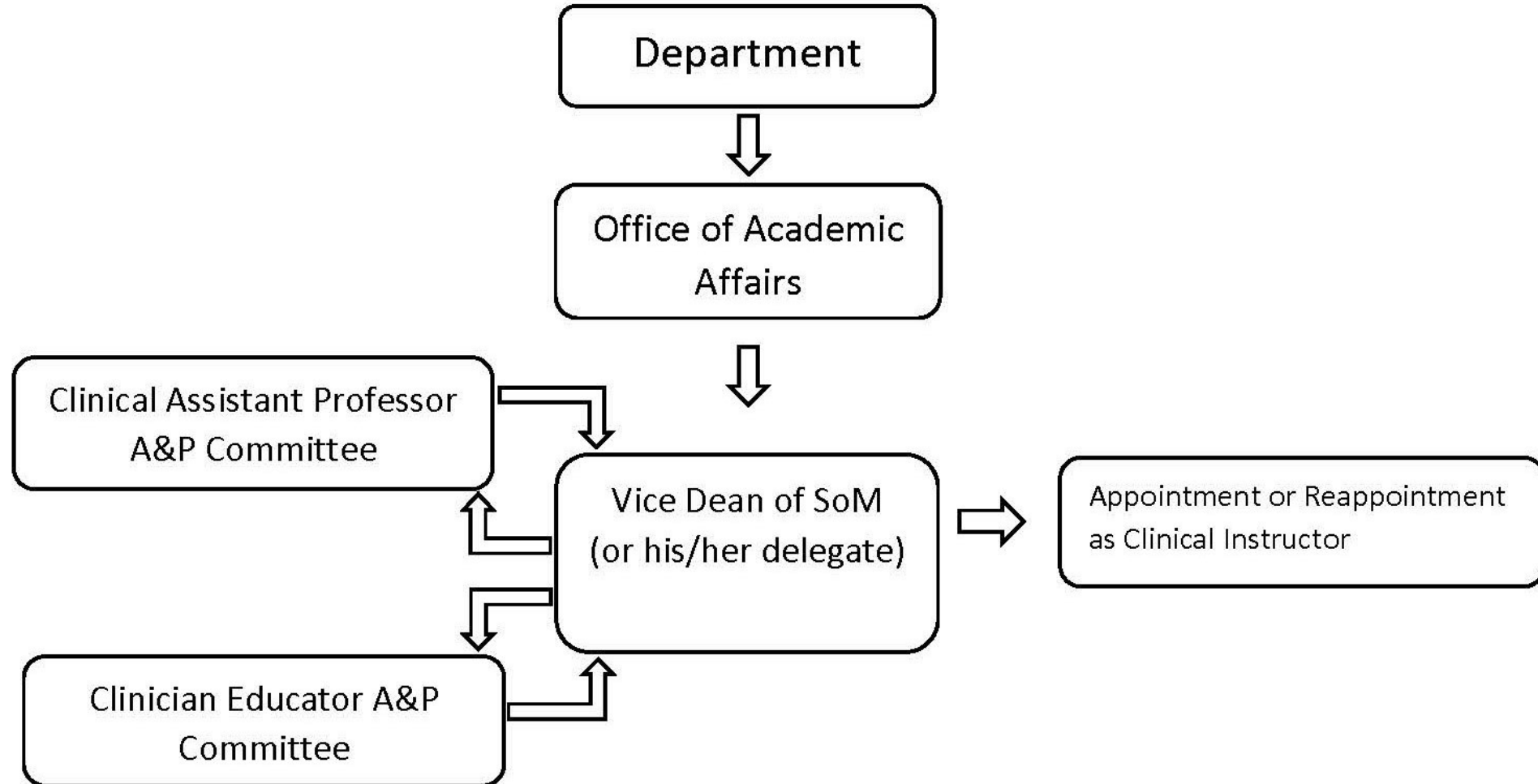
- Leave is accrued at 1.167 days per month (14 days per year) at 100% FTE.
- Individuals appointed at less than 100% FTE accrue based on their FTE percentage (no accrual below 50% FTE).
- Normal maximum accrual = 70 days (10 weeks) or 5 years of accrual
- Clinician Educator's are encouraged to use their leave on a regular basis.
- If programmatic need requires that they not take it, accrual can continue up to 140 days (20 weeks) or 10 years of accrual.

Leave Examples

Leaves have been taken for various purposes, including:

- Pursuit of an additional academic degree
- Travel to observe and learn new clinical skills
- Prepare for and give Grand Rounds
- Work on teaching materials
- Work on a national committee
- Work on publications
- Work on a national database in a specialty

Review Process



Well Presented Evidence

You need to supply for the promotion file

- Current and complete CV
- Candidate's statement

Candidate's Statement

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

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

Well Presented Evidence- Referee Letters

Department obtains referee letters

- Strong referee letters provide meaningful evaluations of the candidate measured by the criteria and from the referees' personal knowledge
- 3-5 letters are needed for promotion to Clinical Associate Professor, at least one must be from outside Stanford
- Evaluations for Clinical Associate Professor must explicitly substantiate the candidate's regional reputation

Other Required Evidence

- Clinical Excellence Survey
- 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)

Links

- Academic Affairs' Clinician Educator web page,
<http://med.stanford.edu/academicaffairs/CEs.html>
- School of Medicine Faculty Handbook- Chapter 3,
<http://med.stanford.edu/academicaffairs/administrators/handbook/chapt3.html>
- CV template, please visit Academic Affairs' CE web page
- Candidate's Statement Guidelines,
<http://med.stanford.edu/content/dam/sm/academicaffairs/documents/CEs/ClinicianEducatorCandidateStatementGuidelines.pdf>
- Counseling Guidelines, please visit Academic Affairs' CE web page
- Clinical Excellence Survey,
<http://med.stanford.edu/content/dam/sm/academicaffairs/documents/administrators/forms/ClinicalExcellenceEvaluationForm060414.pdf>
- Clinician Educator Professional Development Leave Program and Application Form,
<http://med.stanford.edu/content/dam/sm/academicaffairs/documents/CEs/CEProfessionalDevelopmentLeaveProgramStatement.pdf>