



STANFORD
M E D I C I N E

Promotion to Professor in the UTL

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Outline of Topics

- Summary of criteria
- Timing of promotion consideration
- Outline of promotion process
- Office of Academic Affairs resources

Criteria UTL Professor

- As Associate Professors, already met criteria for being not only among the best in your experience cohort in a broadly defined field but also likely to become one of the very best in that field
- For promotion to Professor, the scholarship must reveal that you have become one of the very best in a broadly defined field



Criteria UTL Professor-Scholarship

- True distinction in scholarship includes innovative, cutting-edge research on important questions in the field that breaks new ground, changes the way the field is viewed, broadens our understanding of the field, or opens up new methods or new areas of investigation
- Thereby has the fundamental impact on the field that is expected from the very best scholars in the field



Criteria UTL Professor-Scholarship-2

- Factors in assessing research performance include but are not limited to:
 - Scholarly activity and productivity
 - Impact, innovation and creativity
 - Recognition in the field
 - Ability to work effectively as part of a research team
 - Effective communication
 - Professionalism
 - Institutional compliance and ethics



Criteria UTL Professor-Scholarship-3

- Investigative independence
- Record of external funding is viewed as an indicator of how the work is regarded in the field
- External peer-reviewed funding is relevant to an assessment of the ability to carry out an excellent program of scholarly activity



Criteria UTL Professor-Teaching

- Will also need to have a record that demonstrates that you are capable of sustaining a first-rate teaching program
- Teaching is broadly defined to include classroom, lab, clinical setting; advising; mentoring; program building; curricular innovation
- Teaching may include undergrads, grad students, medical students, residents, postdocs, and CME courses



Criteria UTL Professor-Teaching-2

- Factors considered in assessing teaching performance include but are not limited to:
 - Knowledge of the material
 - Clarity of exposition
 - Style of interaction with students
 - Availability, professionalism
 - Effective communication skills
 - Helpfulness in learning
 - Ability to stimulate further education
 - Ability to work effectively as part of teaching team



Criteria UTL Professor-Clinical

- Excellence in clinical care is a requirement for those faculty whose duties include clinical practice although promotion is primarily on the basis of scholarship and teaching
- Factors considered:
 - General clinical proficiency
 - Communication skills
 - Professionalism
 - Systems-based practice



Criteria UTL Professor-Service

- Service and institutional citizenship are also relevant for promotion
- The quality of the institutional service will be considered in the promotion process, especially when the faculty member is in a leadership role



Respectful Workplace

- Faculty members are expected to treat all members of the Stanford community with civility, respect and courtesy
- Application of the criteria for evaluating the quality of scholarship, teaching and clinical care include specific expectations regarding a faculty member's professional behavior in the workplace and are an important factor in appointment, reappointment and promotion



Timing

- There is no formal timeline for promotion to Professor
- Faculty should be brought forward for consideration when there is evidence that they have compiled a significant record of accomplishment since the time of the tenure review and that the criteria for the higher rank have been met



Range of Years for Promotion

- Approximately 30% of Associate Professors are promoted in >4 but <6 years
- Just under 30% are promoted in >6 but <8 years
- The remaining are almost evenly split among those promoted in <4 years, 8 to 10 years, or >10 years



Importance of Annual Counseling

- Progress toward promotion and timing should be discussed during every annual counseling meeting with your chair or chief
- If there are specific questions about your situation, we in OAA are happy to discuss with you and/or with your chair or chief



Process Similarities with Tenure Review

- Approximately 9 months are required to complete the review
- You provide your updated CV (with middle author publications annotated to define your role in the research) and Candidate's Statement
- Candidate's Statement is limited to 3 pages; discuss recent achievements in all mission areas and include near-term and longer-range plans
- You may suggest up to 3 referees



Process Similarities with Tenure Review (cont'd)

- You provide a list of your current and former trainees (you do not select which ones will write letters)
- Evaluations will be collected on teaching, broadly defined (formal classroom teaching, mentoring, clinical), and if applicable, clinical activities
- The counseling memo is provided after the review



Process Differences with Tenure Review

- Fewer external referee letters are required (5-8 as opposed to 8-12)
- The same number of internal referee letters are required (3-5)
- Named comparison peers are not required
- Fewer trainee letters are required (3-5 as opposed to all current and former trainees with at least 5-10)



Process Differences with Tenure Review (cont'd)

- The long form is not reviewed by the University Advisory Board
- Review process:
 - Departmental committee
 - Departmental faculty or A&P committee
 - Department Chair
 - School of Medicine A&P committee
 - Vice Dean and Dean
 - Provost
 - President



Resources on OAA Website

- Reappointment and Promotion Overview
 - <http://med.stanford.edu/academicaffairs/professoriate/reappointment.html>
- SoM Faculty Handbook
 - <http://med.stanford.edu/academicaffairs/administrators/handbook.html>
- University Faculty Handbook
 - <http://facultyhandbook.stanford.edu>



Questions

- Questions or discussion?