



STANFORD
M E D I C I N E

Promotion to Associate Professor with Tenure in the UTL

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Outline of Topics

- Summary of criteria
- Timing of promotion consideration
- Preparation for the tenure review
- Outline of promotion process
- Office of Academic Affairs resources



Criteria UTL Associate Professor with Tenure

- Excellence in scholarship and teaching (and clinical care, if applicable) is an important prerequisite for a tenured appointment at Stanford
- The record must demonstrate that the candidate has made an impact on his/her broadly defined research field



Criteria UTL Associate 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 Associate 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 Associate 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 Associate Professor-Scholarship-4

- Promotion to Associate Professor with tenure is reserved for an individual who has achieved true distinction in research and who is not only recognized as among the best in his or her cohort in a broadly defined field but is also likely to become one of the very best in the field



Criteria UTL Associate Professor-Teaching

- You 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 Associate 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 Associate 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 Associate Professor- Service

- Service is also relevant for promotion but this is not a primary criterion
- A major commitment to service activities detracts from the time available for the primary areas of scholarship, teaching, and if relevant, clinical care, and Assistant Professors are discouraged from significant administrative commitments



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

- UTL Assistant Professors may spend a total of 7 years in rank before promotion to Associate Professor (or, with approved extensions, up to 10 years)
- Typically, promotion reviews for Assistant Professors are initiated one year in advance of the appointment end date, that is, at the beginning of the seventh year in rank



Extensions to Appointment Term

- New Parent Extensions are generally automatically approved by the Provost if the faculty member is eligible
- Other special circumstances to extend the term are rare, but have been granted by the Provost for delays in setting up a lab, for example
- Do not wait until the final year of appointment to request extension to the clock; it must be done before the final year of the term



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
- The feedback and counseling that was obtained at the time of reappointment is very important and should be followed



Changes in Faculty Line

- Line changes are rarely done
- They are intended to allow appropriate evaluation of a faculty member whose programmatic contributions have drifted to better fit the intent of another line
- This requires a new appointment that is initiated either with a national search or approval of a search waiver request by the Provost



Changes in Faculty Line-2

- This is not a safety mechanism for a failed tenure bid
- It is not to be pursued during the final year of appointment
- A faculty member's programmatic fit in the UTL should be actively considered each year during the annual counseling



Preparation for the Tenure Review

- Faculty have the responsibility for designing and pursuing a schedule of scholarship that results in publication—and demonstrates investigative independence—in advance of the review
- By the time materials have been submitted, there should be a record of accomplishment (which confirms status in the field) rather than work that has been submitted or accepted but not yet published (which speaks more to promise)



Investigative Independence

- By the time of the tenure review, there must be a clear record of scholarship that is independent from a mentor and other senior faculty
- Some collaborative, multi-authored publications (team science) are fine, but it is very important to annotate these on your CV describing clearly your role in the work



Fundamental Scholarly Contributions

- Scholarly contributions and impact on the field should be well defined and apparent to reviewers at the time of the tenure review
- Ways to assess this prior to the review:
 - Feedback from counseling meetings and reappointment review
 - Feedback from mentors
 - Extent to which work is known to leaders in the field who are not mentors or collaborators



Metrics to Assess Impact

- Senior-authored publications in high quality journals
- Peer-reviewed funding helps to assess the ability of the faculty member to carry out an excellent program of scholarly activity
- Invited presentations (national, international)
- Visiting professorships
- National service leadership roles



Developing a Record of Excellence in Teaching

- Classroom teaching with reviews for every course and lecture; if reviews are not strong, seek guidance from the Teaching and Mentoring Academy, your mentor, or the Center for Teaching and Learning
- Investigative mentorship—positive letters from trainees will be needed
- Clinical teaching (if applicable)—MedHub evaluations should be excellent; review these each year



Review Process

- 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; do not contact them



Review Process-2

- You provide a list of all of your current and former trainees (you do not select which ones will write letters; all research trainees are solicited)
- 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



Review Process-3

- 8 to 12 external referee letters and 3 to 5 internal referee letters are required; only 1 or 2 should be collaborators or mentors
- Five named comparison peers are required, and the external referees will be asked to compare you to these peers
- Referees and peers must be at least Associate Professors with tenure at peer institutions; referees will receive your CV and Candidate's Statement



Outline of Review Process

- Review process:
 - Departmental committee
 - Departmental faculty or A&P committee
 - Department Chair
 - School of Medicine A&P committee
 - Vice Dean and Dean
 - Provost
 - University Advisory Board (Ad Board)
 - 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?