



STANFORD
M E D I C I N E

A&P Best Practices and the New Long Form

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Outline of Topics

- Searches and red flags during searches
- Selection of referees, peers, and trainees
- Expediting appointment of the candidate
- Annual counseling and counseling memo
- Requirements for transmittal memo
- Investigative independence
- The new long form



Faculty Preeminence

- Our shared goal is to recruit the most outstanding teachers, clinicians and scientists to Stanford Medicine
- We want to work with the departments to continue to improve the search and appointment processes

Searches

- Goals
 - To identify and address “red flags” sooner rather than later
 - To streamline assembly of long form
 - To align the School’s processes closely with those of the rest of the University



Search Issues

- Small applicant pool size
- Ad that is not broad or is targeted to a particular individual (internal candidate)
- Insufficient outreach to increase pool size and to encourage diversity of applicants
- Search committee members not recused when known candidates with mentoring or collaborative relationships have been identified



Search Issues Cont'd

- Failure to disclose a known candidate or candidates at the time the search is initiated
- Searches that are opened and closed very quickly especially when an internal candidate is selected
- Lack of diversity in the definitive pool
- Disparate treatment of internal and external candidates during the interview process



Rolling Searches

- Only available for MCL (not UTL, NTL)
- If your department plans to hire multiple MCL faculty and can plan a broad advertisement, talk to Vice Dean about possible rolling search
- Allows the selection of several MCL candidates from one search



Selection of Referees for Associate and Full Professor Appointments

- Confidential letters from experts in the field are a major part of the evaluation process
- The overwhelming majority of the referees will be independent
- They should come from top-tier institutions with a broad geographic mix
- Their rank should be the same or higher than that of the candidate
- Candidate may recommend only 3 referees



Referees for Associate and Full Professor Appointments

- Distinction of the referees must be documented in the grid (awards, leadership positions, memberships in societies such as NAS, etc.)
- For tenured appointments, the referees must have tenure at an institution comparable to Stanford



Named Peers

- For tenure line, the peers must be leaders in the broad field and have tenure at a top-tier institution
- Distinction of the peers must be documented in the grid
- For NTL-R, the peers can be in a narrower field but must be leaders in that field



Trainees

- For assistant professor reappointments and promotion to associate professor, all current and former trainees should be asked to write
- All trainees are given the option of a confidential conversation instead of a letter
- For other A&P actions, the list of trainees can be selected at random from all trainees (current and former are required)



Early Solicitation of Full Referee Letter Sets

- For assistant professor candidates, letters are already solicited during the search
- In order to compress the overall timeline for senior appointments, **all referee letters** should be solicited early in the process, that is, before submission of the search report or search waiver request (need approval of grid)



Faculty Appointment Start Dates

- Once the candidate of choice has been identified and as the draft offer letter, search report and referee letters are being prepared, the long form should be started
- This will shorten the time from selection of the candidate to appointment on the faculty

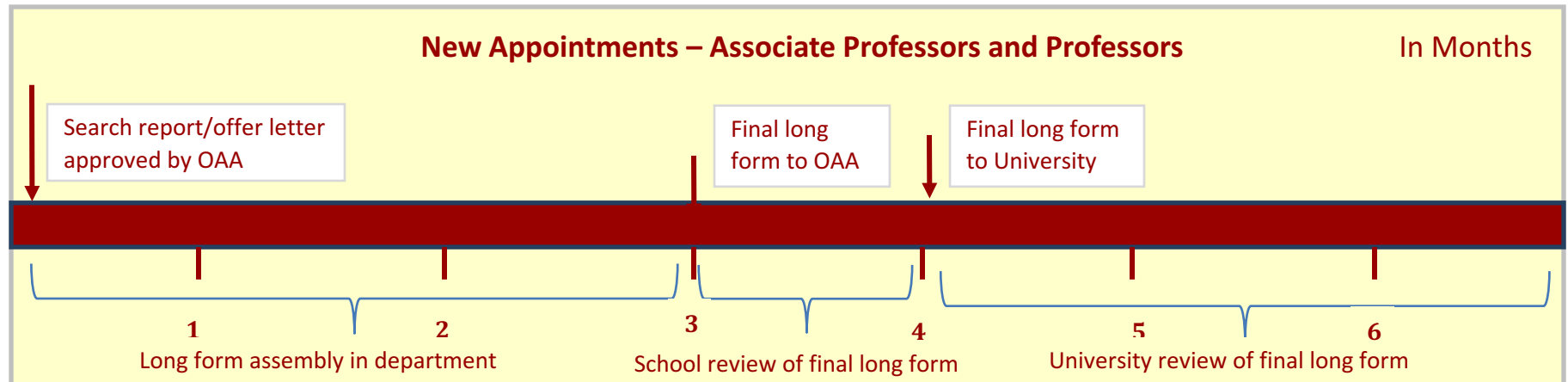
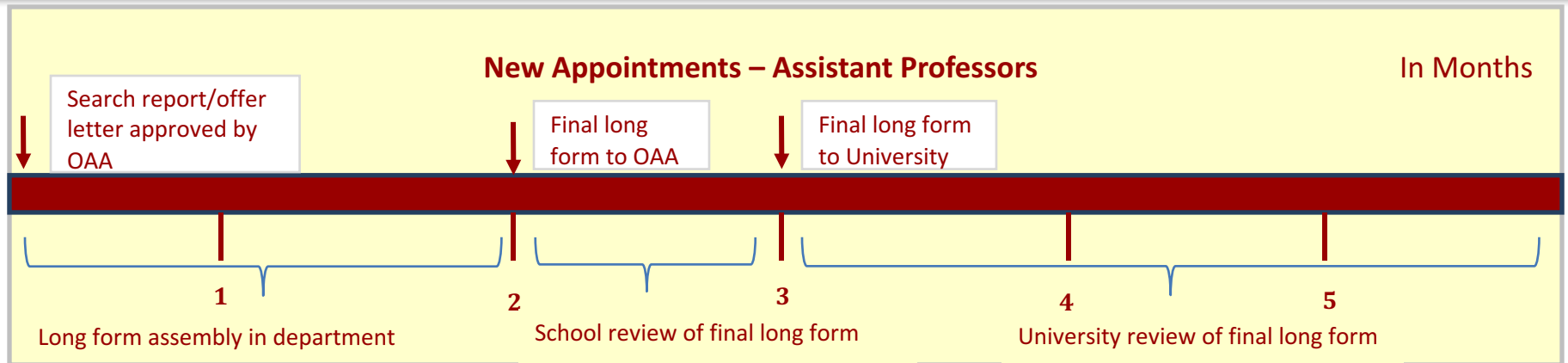


On Time Submission of Appointment Long Forms

- Assistant Professor Appointments
 - Final version should be submitted to OAA within two months from the date on which the search report/offer letter were approved
- Associate/Full Professor Appointments
 - Final version should be submitted to OAA within three months from the date on which the search report/offer letter were approved



New Appointments

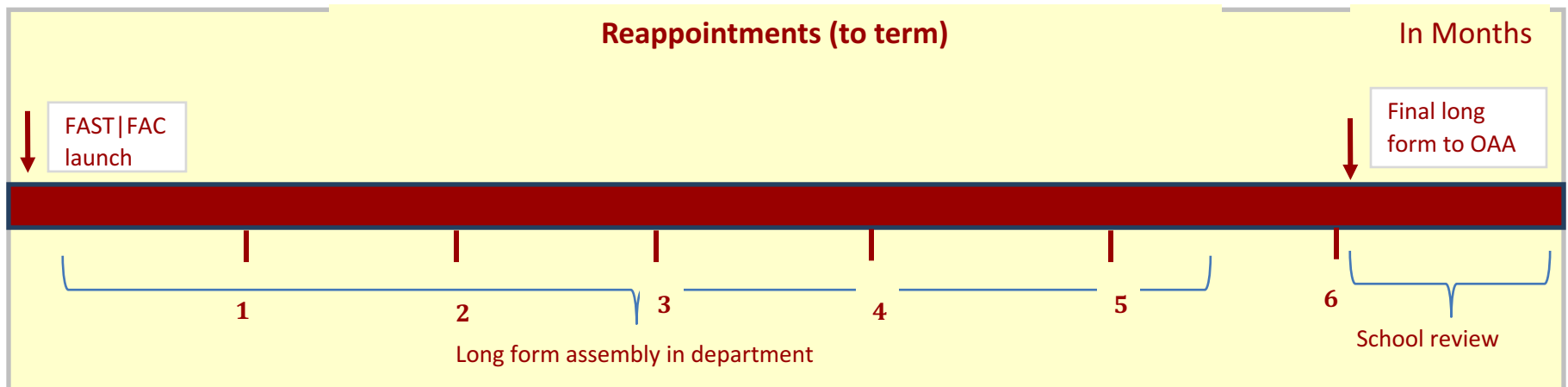
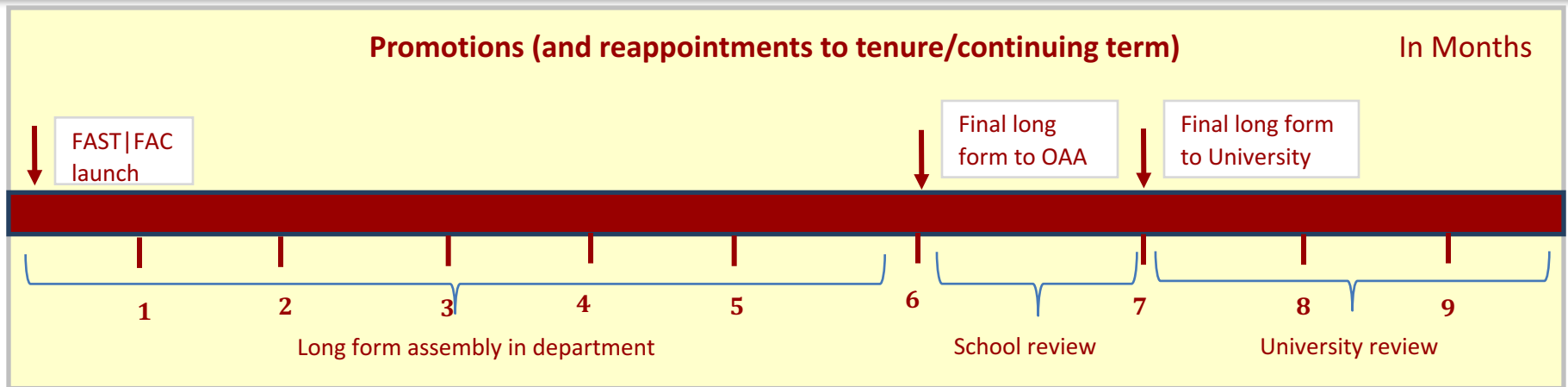


Going Forward

- Improving the Quality of Draft Long Forms
 - Our goal is to work with departments in improving the quality of draft long forms, which will reduce the sometimes lengthy revision process with OAA
- Reappointment and Promotion Timelines
 - Reappointment and promotion long forms are due six months from launch date



Promotions and Reappointments



Counseling Memo

- Required for all reappointments except for those conferring tenure (but may be helpful)
- Required for all promotions except for those conferring tenure
- Address the candidate's performance
- Make recommendations for improvement
- Include the full text of criteria for future advancement



Transmittal Memo

- Required for all Ad Board files (UTL and NTL actions) and for MCL continuing term
- Also required if there are issues to address in the file (negative referee comments, low clinical or teaching scores, concerns about scholarly productivity, etc.)
- Should address these and provide a plan



Investigative Independence

- Absolutely required for successful promotion in UTL and NTL; in addition, may have a mix of collaborative publications
- Team science is important but need to demonstrate ability to lead an investigative team and have impact in a broad field



Investigative Independence for MCL

- Investigative independence is expected when the highest proportion of time is devoted to scholarship
- For regional and national recognition, MCL must be able to demonstrate (and referees must state) their impact on the field



Questions?

- Questions on best practices?



New Long Form

- The University has designed a new (shorter) long form
- We anticipate use of the new long form in January
- FastFac will not be used with it, and the University will develop an on-line system eventually



Highlights of New Long Form

- One narrative section (maximum of 5 pages) for both description and evaluation of
 - 1. scholarship
 - 2. teaching role
 - 3. clinical role (if any)
 - 4. leadership role (if any)
- Summary of teaching evaluations with full materials in an appendix



Differences c/w Current Long Form

- Current long form has a candidate's role section which is descriptive for scholarship, teaching and clinical care
- There is a separate section for evaluation of scholarship, teaching and clinical care.
- In the current long form, there is often repetitive information in these sections and in the transmittal memo



New Long Form: Scholarship

- Describe scholarship: describe one published work and its significance and impact
- Evaluate the candidate's scholarship: consider the comments and peer rankings by the referees and trainees, the candidate's trajectory, any issues needing to be addressed (negative comment by a referee, etc.)
- One paragraph for each unless issues to address



New Long Form: Teaching

- Describe the teaching role: classroom teaching, mentoring, and/or pedagogical innovations
- Evaluate the candidate's teaching: from trainee assessments and teaching evaluations



New Long Form: Clinical Care

- Describe the clinical responsibilities: in-patient, clinic days, time in OR, etc.
- Evaluate the candidate's clinical care: from clinical evaluations and comments on clinical performance by referees and trainees



Shorter Long Form

- Please make every effort to be as succinct as possible while conveying the information and evidence necessary for reviewers to make an informed evaluation
- No need to quote from referee letters; all file reviewers will read the letters
- To counter a negative referee comment, general statements and concepts from more positive referees may be referenced



Improve the A&P Process

- Open communication between OAA and departments and institutes
- Involve OAA early before major issues arise
- Provide feedback on how we can help and how the overall A&P process can be improved

