STANFORD UNIVERSITY MEDICAL CENTER

PEDIATRIC PATHOLOGIST/SURGICAL PATHOLOGIST – Assistant or Associate Professor

The Department of Pathology at Stanford University School of Medicine seeks an academic pathologist for appointment as Assistant or Associate Professor in the Medical Center Professoriate. The major criteria for appointment for faculty in the Medical Center Line shall be excellence in the overall mix of clinical care, clinical teaching, and scholarly activity that advances clinical medicine, and institutional service – appropriate to the programmatic need the individual is expected to fulfill.

The Department handles over 43,000 surgical specimens annually, of which about 3,500 are pediatric specimens. Duties will include sign-out responsibilities in pediatric pathology, general surgical pathology and frozen section analysis.

Candidates must be board certified in Anatomic Pathology and are required to hold or obtain a license to practice medicine in the State of California. Completion of a pediatric pathology fellowship, and board eligibility or certification in Pediatric Pathology, or comparable experience are required. Additional training in a subspecialty such as hematopathology, molecular pathology, neuropathology, developmental pathology, cytogenetics or cytopathology is highly desirable. Sign-out responsibilities will also include general surgical pathology and frozen section analysis of specimens from adult patients. A record of scholarly contributions in clinical, translational or basic research is required, since the successful candidate will be expected to establish a research program in pediatric pathology and/or related fields.

The academic appointment at the School of Medicine will be at the rank of Assistant Professor or Associate Professor in the Medical Center Line (MCL). Faculty appointed as Assistant Professors in the MCL will have completed their house staff training and, when appropriate, postdoctoral fellowship training. They should have demonstrated during this training period exceptional qualities and promise to become outstanding clinicians and clinical teachers. If these individuals have not had formal teaching experience, they should have demonstrated during their house staff and fellowship training a commitment to develop the skills necessary for outstanding teaching. They must demonstrate excellence or promise of excellence in a combination of clinical performance, clinical teaching and scholarly activity that advances clinical medicine appropriate to the programmatic need upon which the appointment will be based. Appointment to the rank of Associate Professor in the MCL will be considered for those who have demonstrated excellence in clinical care, clinical teaching, and scholarly activity that advances clinical medicine. Written scholarship that advances the field will almost always be required for appointment to the rank of Associate 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 fill the programmatic need for which the appointment is made and will make meritorious contributions to their discipline and to the School. There are abundant opportunities for such research, which can include collaborations with colleagues in the Pathology Department and in other departments at the University for the selected candidate with research interests. Academic rank will be commensurate with experience and accomplishments.

Applicants should submit a curriculum vitae, as well as a brief description of research accomplishments and plans for future research. These, with the names of three references, should be sent to Stephen J. Galli, M.D., Professor and Chair, C/O Ms. Cynthia Llanes, Department of Pathology, Stanford University School of Medicine, Stanford, Ca 94305, E-mail: cllanes@stanford.edu

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of and applications from women and members of minority groups, as well as others who would bring additional dimensions to the university’s research, teaching and clinical missions.