



STANFORD PROFESSORIAL APPOINTMENT/REAPPOINTMENT/PROMOTION FORM

CRITERIA

This section contains criteria for five types of actions:

- New Untenured Appointment (term)
- New Appointment Conferring Tenure or Continuing Term
- Reappointment or Promotion for a Term of Years
- Reappointment or Promotion Conferring Tenure or a Continuing Term
- Promotion for Individuals Previously Conferred with Tenure or Currently in a Continuing Term

Please refer to the appropriate criteria below for the action you wish to initiate.

New Untenured Appointment (term)

Assistant Professor [UTL, NTLR, MCL]

Szegö Assistant Professor [UTL],

Untenured Associate or full Professor [UTL, NTLR, NTLT, MCL]

Center Fellow in a designated policy institute

Senior Fellow in a designated policy institute).

Criteria for candidates in the Tenure Line:

The University recognizes that there are significant variations in how candidates qualify for and secure appointment, according to field and discipline. Scholars come from different backgrounds and receive different educational training. Nevertheless, all appointments have in common the requirement of excellence, however measured.

Excellence in both scholarship and teaching is an important prerequisite for a tenure line appointment at Stanford because the University is dedicated to outstanding achievement in both. The purpose of the appointment evaluation is to appraise, on the basis of the record to date, the candidate's standing and potential in his or her scholarly discipline (broadly defined) and the candidate's quality and potential as a teacher. Decisions on initial appointment are subject to the exercise of scholarly and professional judgment and discretion by the University's departmental faculty and academic leadership.

1. **Scholarship:** The first criterion for an appointment at Stanford is that the individual be the best scholar available for the proposed appointment at his or her level of professional development in the relevant field.

Factors considered in assessing research performance or promise include (but are not limited to) the following: scholarly activity and productivity; impact, innovation and creativity; and recognition in the field; ability to work effectively as part of a research team (if relevant); effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.

2. **Teaching:** The second criterion for an appointment is promise -- or a record demonstrating -- that the candidate is capable of sustaining a first-rate teaching program during his or her career at Stanford. Teaching is broadly defined to include: the classroom, studio, laboratory, or clinical setting; advising; mentoring; program building; and curricular innovation. Teaching may include undergraduate, graduate, and (if appropriate) postdoctoral instruction, of all types.

Factors considered in assessing teaching performance or promise include (but are not limited to) the following: knowledge of the material; clarity of exposition; style of interaction with students; availability; professionalism, institutional compliance and ethics; effective communication skills; helpfulness in learning; and ability to stimulate further education.

3. **Clinical work:** Excellence in clinical practice or clinical care is a requirement for those candidates (such as in the School of Law or in the School of Medicine) whose duties include such practice. Factors considered in assessing clinical performance include (but are not limited to) the following: clinical knowledge; clinical judgment; procedural skills (if relevant); clinical productivity; clinical outcomes or results; professionalism, institutional compliance and ethics; humanism; ability to work effectively as part of the clinical team; and effective communication with colleagues, staff, students, and patients or clients.
4. **Other activities:** In judging candidates for appointments whose work involves creative writing, dramatic or musical composition or performance, works of art, and the equivalent, appropriate criteria are to be defined and applied. In general, the judgment of teaching quality for these faculty should follow procedures applicable to all faculty.
5. **Service:** Candidates for appointment in the tenure line are primarily assessed on the basis of their achievements in the areas of scholarship and teaching, as noted above. Service (including what might be called institutional citizenship), although relevant, is not a primary criterion.
6. **Uniqueness of function:** Uniqueness of function is not, in and of itself, a criterion for an appointment. The fact that a candidate is the only available individual teaching in a specific area or doing scholarship on a certain subject is not relevant to the process of judging the quality of teaching and scholarship and is not determinative in the decision to appoint the candidate. Furthermore, a department's faculty and/or the dean (and, similarly, the Provost, Advisory Board and/or President) may on occasion decide that a candidate does not warrant an appointment even though that person may be the best available within a field. That is, the reviewing group or individual may decide that the best available candidate in a weak or overly narrow professional field should not be appointed to a position at Stanford. Deans and department chairs must try to avoid such situations by ensuring that initial searches and appointments are made in areas in which the quality of scholarship is relatively strong, and in which the subject area is sufficiently broad. If teaching needs exist in potentially weak areas, then non-faculty appointments should be considered until that field improves or a strong candidate in it emerges.
7. **Career trajectory:** For an initial appointment as an untenured Associate Professor or Professor, the department or school is expected to follow especially rigorous screening and evaluation procedures; a comparative evaluation of the principal candidate for appointment is expected to reveal the candidate's strengths and weaknesses relative to others of recognized excellence in the same field and at or above the candidate's level of professional development. For an appointment at the level of untenured Associate Professor, it is expected that the candidate's qualifications will be more advanced than those for an Assistant Professor and that he or she will be on a trajectory consistent with Stanford standards and the standards of his or her discipline; there must exist a realistic chance for reappointment or promotion with tenure in the future on the basis of a continuation of the candidate's work. Similar considerations should hold true, in turn, for the appointment of an untenured Professor.

Additional information for particular ranks and lines:

8. Candidates for appointment as **Assistant Professor (Research), Associate Professor (Research)** or **Professor (Research)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as for comparable tenure line appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Outside evaluations must accompany the recommendation; exceptions to this requirement must have advance approval of the Provost. Deans and department chairs should be aware that individuals appointed to these ranks would normally hold terms “coterminous with continued salary and other research funding from sponsored projects.”
9. Candidates for appointment as **Associate Professor (Teaching) or Professor (Teaching)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed principally on the basis of their teaching in the same fashion as comparable tenure line appointments but are evaluated (in general) by higher standards with respect to teaching. In cases where evaluation by external referees may not be appropriate, a thorough evaluation of the candidate’s teaching and pedagogical contributions is particularly crucial. Even though the candidate may be a scholarly contributor, he or she is not evaluated by the same standards with respect to scholarship. As to scholarship (where applicable), it would be expected that the candidate is regarded as a strong scholarly contributor, though not necessarily a leader in the field.
10. Candidates for appointment as **Senior Fellow** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as tenure line Professor appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Appointments to this rank are contingent on continued programmatic need and program funding. (For Senior Fellow appointments of faculty with pre-existing primary appointments in academic departments, follow the procedure described in the Faculty Handbook, Chapter 2.
11. For criteria for appointment as **Assistant Professor, Associate Professor, and Professor in the MCL**, see the School of Medicine Faculty Handbook, Chapter 2, Sections 2.25 through 2.29 (<http://med.stanford.edu/academicaffairs/handbook/chap2.html>).

New Appointment Conferring Tenure or a Continuing Term of Appointment

Associate Professor [UTL, NTLR, NTLT]

Professor {UTL, NTLR, NTLT, MCL}

Senior Fellow at a Designated Policy Center

Criteria (in general) in the Tenure Line:

The University recognizes that there are significant variations in how candidates qualify for and secure appointment, according to field and discipline. Scholars come from different backgrounds and receive different educational training. Nevertheless, all appointments have in common the requirement of excellence, however measured.

Excellence in both scholarship and teaching is an important prerequisite for a tenured appointment at Stanford because the University is dedicated to outstanding achievement in both. The purpose of the appointment evaluation is to appraise, on the basis of the record to date, the candidate's standing in his or her scholarly discipline (broadly defined) and the candidate's quality as a teacher. Decisions on initial appointment are subject to the exercise of scholarly and professional judgment and discretion by the University's departmental faculty and academic leadership.

- 1. Scholarship:** The first criterion for a tenured appointment at Stanford is that the individual is the best scholar available at his or her level of professional development in the relevant field. The candidate must have achieved true distinction in scholarship. The scholarship must clearly reveal that: (for the Associate Professor rank) the candidate is not only among the best in his or her experience cohort in a broadly defined field, but is also likely to become one of the very best in the field; or (for the Professor rank) that the candidate is one of the very best in the broadly defined field. In short, the judgment is comparative and (for the Associate Professor rank) predictive. It focuses on issues such as whether the candidate is performing the kind of 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, and thereby has (or is likely to have) the fundamental impact on the field that is expected from the very best scholars in the field. Factors considered in assessing research performance or promise include (but are not limited to) the following: scholarly activity and productivity; impact, innovation and creativity; recognition in the field; ability to work effectively as part of a research team (if relevant); effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.
- 2. Teaching:** The second criterion for a tenured appointment is a record of high quality teaching that clearly reveals that the candidate is capable of sustaining a first-rate teaching program during his or her career at Stanford. Teaching is broadly defined to include: the classroom, studio, laboratory, or clinical setting; advising; mentoring; program building; and curricular innovation. The teaching record should include undergraduate, graduate, and, if appropriate, postdoctoral instruction, of all types. Factors considered in assessing teaching performance or promise include (but are not limited to) the following: knowledge of the material; clarity of exposition; positive style of interaction with students; availability; professionalism, institutional compliance and ethics; effective communication skills; helpfulness in learning; and ability to stimulate further education.
- 3. Clinical work:** Excellence in clinical practice or clinical care is a requirement for those candidates (such as in the School of Law or in the School of Medicine) whose duties include such practice. Factors considered in assessing clinical performance include (but are not limited to) the following: clinical knowledge; clinical judgment;

procedural skills (if relevant); clinical productivity; clinical outcomes or results; professionalism, institutional compliance and ethics; humanism; ability to work effectively as part of the clinical team; and effective communication with colleagues, staff, students, and patients or clients.

4. **Other activities:** In judging candidates for reappointment or promotion whose work involves creative writing, dramatic or musical composition or performance, works of art, and the equivalent, appropriate criteria are to be defined and applied. In general, the judgment of teaching quality for these faculty should follow procedures applicable to all faculty.
5. **Service:** Candidates for appointment in the tenure line are primarily assessed on the basis of their achievements in the areas of scholarship and teaching, as noted above. Service (including what might be called institutional citizenship), although relevant, is not a primary criterion.
6. **Uniqueness of function:** Uniqueness of function is not, in and of itself, a criterion for an appointment. The fact that a candidate is the only available individual teaching in a specific area or doing scholarship on a certain subject is not relevant to the process of judging the quality of teaching and scholarship and is not determinative in the decision to appoint the candidate. Furthermore, a department's faculty and/or the dean (and, similarly, the Provost, Advisory Board and/or President) may on occasion decide that a candidate does not warrant an appointment even though that person may be the best available within a field. That is, the reviewing group or individual may decide that the best available candidate in a weak or overly narrow professional field should not be appointed to a position at Stanford. Deans and department chairs must try to avoid such situations by ensuring that initial searches and appointments are made in areas in which the quality of scholarship is relatively strong, and in which the subject area is sufficiently broad. If teaching needs exist in potentially weak areas, then non-faculty appointments should be considered until that field improves or a strong candidate in it emerges.
7. **Career trajectory:** For an initial appointment as a tenured **Associate Professor** or tenured **Professor**, the department or school is expected to follow especially rigorous screening and evaluation processes. For an appointment at the level of tenured **Professor**, it is expected that the candidate's qualifications will be more advanced than those for a tenured **Associate Professor**.

Additional information for particular ranks and lines:

8. Candidates for appointment as **Senior Fellow** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as tenure line Professor appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Appointments to this rank are contingent on continued programmatic need and program funding. (For Senior Fellow appointments of faculty with pre-existing primary appointments in academic departments, follow the procedure described in the Faculty Handbook, Chapter 2.

Reappointment or Promotion for a Term of Years;

Assistant Professor [UTL, NTLR, MCL]

Untenured Associate Professor [UTL, NTLR, NTLT, MCL]

Untenured full Professor [UTL, NTLT, NTLT, MCL]

Center Fellow in a Designated Policy Institute

Senior Fellow in a Designated Policy Institute

Criteria for candidates in the Tenure Line:

While non-tenured term appointments are (in general) made with the clear possibility of reappointment or promotion, there is no entitlement to reappointment or promotion at the end of the term, and such action is by no means automatic. Instead, decisions on reappointment and promotion are, like decisions on initial appointment, subject to the exercise of professional and scholarly judgment and discretion by the University's departmental faculty and academic leadership.

A recommendation for reappointment or promotion must be preceded by a careful evaluation of the available information on the candidate's demonstrated performance and achievement in research, teaching (as applicable), and/or other pertinent aspects of his or her performance since initial appointment to the Stanford faculty, so as to ensure that the candidate continues to meet expectations of excellence. Candidates may be reappointed on the basis of progress, high-level performance, and their continuing to fulfill programmatic need.

1. **Scholarship:** Factors considered in assessing research performance or promise include (but are not limited to) the following: scholarly activity and productivity; impact, innovation and creativity; recognition in the field; ability to work effectively as part of a research team (if relevant); effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.
2. **Teaching:** Teaching is broadly defined to include: the classroom, studio, laboratory or clinical setting; advising; mentoring; program building; and curricular innovation. The teaching record should include, as appropriate, undergraduate, graduate, and postdoctoral instruction, of all types. Factors considered in assessing teaching performance or promise may include (but are not limited to) the following: knowledge of the material; clarity of exposition; positive style of interaction with students; availability; professionalism, institutional compliance and ethics; effective communication skills; helpfulness in learning; and ability to stimulate further education.
3. **Clinical work:** Excellence in clinical practice or clinical care is a requirement for those candidates (such as in the School of Law or in the School of Medicine) whose duties include such practice. Factors considered in assessing clinical performance include (but are not limited to) the following: clinical knowledge; clinical judgment; procedural skills (if relevant); clinical productivity; clinical outcomes or results; professionalism, institutional compliance and ethics; humanism; ability to work effectively as part of the clinical team; and effective communication with colleagues, staff, students, and patients or clients.
4. **Other activities:** In judging candidates for reappointment or promotion whose work involves creative writing, dramatic or musical composition or performance, works of art, and the equivalent, special criteria are to be defined and applied. In

general, the judgment of teaching quality for these faculty should follow procedures applicable to all faculty.

5. **Service:** Service (including what may be called institutional citizenship), although relevant, is not a primary criterion for reappointment. Since a major commitment to administrative activities may detract from the time available for the primary areas of research and teaching, **Assistant Professors** are discouraged from significant administrative commitment.
6. **Career trajectory:** At the time of reappointment, it is expected that an **Assistant Professor** will be on a career trajectory consistent with both Stanford standards and the standards of his or her discipline in scholarship, teaching and (if applicable) other activities. The reappointment process should include an evaluation of whether there is a realistic chance for promotion in the future on the basis of continuation of the candidate's work. Evidence for reappointment as or promotion to **Associate Professor without tenure** and **Professors without tenure** must show that the faculty member is on a career trajectory consistent with both Stanford standards and the standards of his or her discipline in scholarship, teaching and (if applicable) other activities. There must exist a realistic chance for reappointment or promotion with tenure in the future on the basis of continuation of the candidate's work. Evidence for non-tenured promotions must show that the candidate's performance, including scholarly work and teaching, has been sufficiently strong to justify advancement in rank.

Additional information for particular ranks and lines:

7. Candidates for reappointment and promotion as **Assistant Professor (Research)**, **Associate Professor (Research)** or **Professor (Research)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as for comparable tenure line appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Deans and department chairs should be aware that individuals appointed to these ranks would normally hold terms "coterminous with continued salary and other research funding from sponsored projects."
8. Candidates for reappointment as **Associate Professor (Teaching)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as comparable tenure line appointments, but are evaluated (in general) by higher standards with respect to teaching. In cases where evaluation by external referees may not be appropriate, a thorough evaluation of the candidate's teaching and pedagogical contributions is particularly crucial. Even though the candidate may be a scholarly contributor, he or she is not evaluated by the same standards with respect to scholarship. As to scholarship (where applicable), it would be expected that the candidate is regarded as a strong scholarly contributor, though not necessarily a leader in the field.
9. Candidates for reappointment as **Senior Fellow** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as tenure line Professor appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standard with respect to teaching. Appointments to this rank are contingent

- on continued programmatic need and program funding. (For Senior Fellow appointments of faculty with pre-existing primary appointments in academic departments, follow the procedure described in the Faculty Handbook, Chapter 2.
10. For criteria for reappointment as **Assistant Professor**, or for reappointment as or promotion to **Associate Professor, and Professor in the MCL**, see the School of Medicine Faculty Handbook, Chapter 2, Sections 2.25 through 2.29 (<http://med.stanford.edu/academicaffairs/handbook/chap2.html>).

Reappointment or Promotion Initially Conferring Tenure or a Continuing Term of Appointment

Associate Professor [UTL, NTLR, NTLT]
Professor [UTL, NTLR, NTLT, MCL]
Senior Fellow in a Designated Policy Institute

Criteria for candidates in the Tenure Line:

While non-tenured term appointments are (in general) made with the clear possibility of reappointment and/or promotion, there is no entitlement to reappointment or promotion at the end of the term, and such action is by no means automatic. Instead, decisions on reappointment and promotion are, like decisions on initial appointment, subject to the exercise of professional and scholarly judgment and discretion by the University's departmental faculty and academic leadership.

- 1. Scholarship:** For recommendations of reappointment or promotion of a member of the Stanford faculty to tenure status, the department or school is obliged to present evidence that the candidate's overall performance justifies the award of tenure, including that the candidate has achieved true distinction in scholarship. The scholarship must clearly reveal that the candidate is not only among the best in his or her experience cohort in a broadly defined field, but is also likely to become one of the very best in the field. In short, the judgment is both comparative and predictive. It focuses on issues such as whether the candidate is performing the kind of 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, and thereby has (or is likely to have) the fundamental impact on the field that is expected from the very best scholars in the field. Factors considered in assessing research performance or promise include (but are not limited to) the following: scholarly activity and productivity; impact, innovation and creativity; recognition in the field; ability to work effectively as part of a research team (if relevant); effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.
- 2. Teaching:** Teaching is an important component of professorial appointments at Stanford, and the University is dedicated to outstanding achievement in this area. The teaching record must clearly reveal that the candidate is capable of sustaining a first-rate teaching program during his or her career at Stanford. Teaching is broadly defined to include the classroom, studio, laboratory, or clinical setting, advising, mentoring, program building, and curricular innovation. The teaching record should include, as appropriate, undergraduate, graduate, and postdoctoral instruction, of all types. Factors considered in assessing teaching performance or promise include (but are not limited to) the following: knowledge of the material; clarity of exposition; positive style of interaction with students; availability; professionalism, institutional compliance and ethics; effective communication skills; helpfulness in learning; and ability to stimulate further education.
- 3. Clinical work:** Excellence in clinical practice or clinical care is a requirement for those candidates (such as in the School of Law or in the School of Medicine) whose duties include such practice. Factors considered in assessing clinical performance include (but are not limited to) the following: clinical knowledge; clinical judgment; procedural skills (if

relevant); clinical productivity; clinical outcomes or results; professionalism, institutional compliance and ethics; humanism; ability to work effectively as part of the clinical team; and effective communication with colleagues, staff, students, and patients or clients.

4. **Other activities:** In judging candidates for reappointment or promotion whose work involves creative writing, dramatic or musical composition or performance, works of art, and the equivalent, appropriate criteria are to be defined and applied. In general, the judgment of teaching quality for these faculty should follow procedures applicable to all faculty.
5. **Service:** Candidates for reappointment or promotion in the tenure line are primarily assessed on the basis of their achievements in the areas of scholarship and teaching, as noted above. Service (including what might be called institutional citizenship), although relevant, is not a primary criterion.

Additional information for particular ranks and lines:

6. Candidates for reappointment and promotion for a continuing term of appointment as **Associate Professor (Research)** or **Professor (Research)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as for comparable tenure line appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Deans and department chairs should be aware that individuals appointed to these ranks would normally hold terms “coterminous with continued salary and other research funding from sponsored projects.”
7. Candidates for reappointment or promotion for a continuing term of appointment as **Associate Professor (Teaching)** or **Professor (Teaching)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as comparable tenure line appointments, but are evaluated (in general) by higher standards with respect to teaching. Even though the candidate may be a scholarly contributor, he or she is not evaluated by the same standards with respect to scholarship. In cases where comparative evaluation by external referees may not be appropriate, a thorough evaluation of the candidate’s teaching and pedagogical contributions is particularly crucial. As to scholarship (and where applicable), it would be expected that the candidate is regarded as a strong scholarly contributor, though not necessarily a leader in the field.
8. Candidates for reappointment as **Senior Fellow** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as tenure line Professor appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Appointments to this rank are contingent on continued programmatic need and program funding. (For Senior Fellow appointments of faculty with pre-existing primary appointments in academic departments, follow the procedure described in the Faculty Handbook, Chapter 2.
9. For criteria for reappointment and promotion to the rank of **Professor** with a continuing term of appointment in the MCL, see the School of Medicine Faculty Handbook, Chapter 2, Sections 2.25 through 2.29 (<http://med.stanford.edu/academicaffairs/handbook/chap2.html>).

Promotion for Individuals Previously Conferred with Tenure or Currently in an Appointment for a Continuing Term

Professor [UTL, NTLR, NTLT, MCL]
Senior Fellow in a Designated Policy Center

Criteria for candidates in the Tenure Line:

Promotion to Professor of a faculty member already holding tenure at Stanford is not an entitlement and is by no means automatic. Rather, it is a matter subject to the exercise of professional and scholarly judgment and discretion by the University's departmental faculty and academic leadership. Promotions should be preceded by a careful evaluation of the candidate's overall performance, including scholarly work and teaching, and the results of this evaluation must clearly justify promotion at the time of the recommendation.

1. **Scholarship:** In order to be promoted to Professor, a faculty member should have achieved recognized distinction in his or her field (broadly defined) and have compiled a significant record of excellent scholarly accomplishment since the time of the tenure review. In general, the evidence must show that the person being proposed for promotion is among the very best individuals in the field and not merely the best of a particular experience cohort in the field. The evaluation should address whether the candidate's performance is the kind of innovative, cutting-edge research on important questions in the field that breaks new ground, or changes the way the field is viewed, or broadens our understanding of the field, or opens up new methods or new areas of investigation, and thereby has (or is likely to have) the fundamental impact on the field that is expected from the very best scholars in the field.

Factors considered in assessing research performance include (but are not limited to) the following: scholarly activity and productivity; impact, innovation and creativity; recognition in the field; ability to work effectively as part of a research team (if relevant); effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.

2. **Teaching:** The candidate for promotion to Professor should also have achieved and maintained a record of high quality teaching and mentoring of Stanford students. Teaching is broadly defined to include: the classroom, laboratory, or clinical setting; advising; mentoring; program building; and curricular innovation. The teaching record should include, as appropriate, undergraduate, graduate, and postdoctoral instruction, of all types.

Factors considered in assessing teaching performance include (but are not limited to) the following: knowledge of the material; clarity of exposition; positive style of interaction with students; availability; professionalism, institutional compliance and ethics; effective communication skills; helpfulness in learning; and ability to stimulate further education.

3. **Clinical work:** Excellence in clinical practice or clinical care is a requirement for those candidates (such as in the School of Law or in the School of Medicine) whose

duties include such practice. Factors considered in assessing clinical performance include (but are not limited to) the following: clinical knowledge; clinical judgment; procedural skills (if relevant); clinical productivity; clinical outcomes or results; professionalism, institutional compliance and ethics; humanism; ability to work effectively as part of the clinical team; and effective communication with colleagues, staff, students, and patients or clients.

4. **Other activities:** In judging candidates for promotion whose work involves creative writing, dramatic or musical composition or performance, works of art, and the equivalent, appropriate criteria are to be defined and applied. In general, the judgment of teaching quality for these faculty should follow procedures applicable to all faculty.
5. **Service:** While the primary criteria for promotion are excellence in scholarship, teaching, and (if applicable) clinical work, service (including what might be called institutional citizenship) may also be given consideration.

Additional information for particular ranks and lines:

6. Candidates for promotion to **Professor (Research)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as for comparable tenure line appointments and evaluated (in general) by the same standards with respect to research. Even though the candidate may be expected to provide pedagogical contributions, he or she is not evaluated by the same standards with respect to teaching. Deans and department chairs should be aware that individuals appointed to these ranks would normally hold terms “coterminous with continued salary and other research funding from sponsored projects.”

7. Candidates for promotion to **Professor (Teaching)** have a different institutional role than the tenure line professoriate. Nevertheless, they are reviewed in the same fashion as comparable tenure line appointments, but are evaluated (in general) by higher standards with respect to teaching. In cases where evaluation by external referees may not be appropriate, a thorough evaluation of the candidate’s teaching and pedagogical contributions is particularly crucial. Even though the candidate may be a scholarly contributor, he or she is not evaluated by the same standards with respect to scholarship. As to scholarship (and where applicable), it would be expected that the candidate is regarded as a strong scholarly contributor, though not necessarily a leader in the field.

Some additional notes regarding Part-time, Joint and Coterminous Appointments

If an individual is being recommended for a part-time appointment, indicate on the form the percentage of full-time. If an individual is being recommended for a joint appointment, indicate the percentage of time of each appointment; the department chairs and deans for both departments must sign this form.

When an individual is being recommended for an appointment coterminous with support or with an administrative assignment at Stanford or an affiliated institution, department chairs and deans are to note the coterminous nature of the appointment, generally stated as "Coterminous with continued salary and other research funding from sponsored projects." The statement may vary to meet specific situations; for example, appointments at SLAC carry the qualification "Coterminous with continuation of relevant programmatic funding at SLAC." Questions about specific wording should be directed to the Provost's Faculty Affairs group.

Distinction between Continuing Term of Appointment and Tenure

A continuing term of appointment does not confer tenure. It provides security of appointment without requiring further formal academic reappointment; it may be terminated for just cause or (upon proper notice) when satisfactory performance or programmatic need ceases. Continuing terms of appointment for Associate Professor (Research) and Professor (Research) are normally "coterminous with continued salary and other research funding from sponsored projects."