

# EVIDENCE BOOKLET

To ascertain requirements for particular actions, including the minimum number of required referee and trainee letters, teaching and/or clinical evaluations and other evidence, please select the type of action, the faculty line, and the specific action appropriate to the recommendation being put forward.

*The number of referee letters indicated for each action refers to the minimum number of letters to be submitted in the file. While additional letters may be solicited to ensure an adequate response rate or to meet school-specific criteria, schools should aim to keep as close to the required minimum as possible.*

*Refer to “Best Practices” in each section of the form for further guidance regarding referee letters, trainee letters, teaching/clinical evaluations, and comparison peers.*

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## APPOINTMENTS

### APPOINTMENTS IN THE UNIVERSITY TENURE LINE [UTL]

<b>Appointment (term): Assistant Professor UTL</b> <i>(includes "Subject to Ph.D." and Szegö Assistant Professors)</i>	
<b>REFeree LETTERS</b>	<b>3</b>
<b>COMPARISON SET</b>	N/A
<b>TRaINee LETTERS</b>	N/A, but may be included if candidate has had prior teaching experience.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but available assessments may be included if candidate has had prior teaching experience.

<b>Appointment (term): Associate Professor UTL</b>	
<b>REFeree LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for tenure at Stanford.
<b>TRaINee LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

<b>Appointment (term): Professor UTL</b>	
<b>REFeree LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for tenure at Stanford.
<b>TRaINee LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate.

	<p><b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.</p>
<b>EVALUATIONS (Teaching/Other)</b>	<p><b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.</p>

<b>Appointment (tenure): Associate Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>8</b> (see note below)
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for tenure at Stanford.
<b>TRAINEE LETTERS</b>	<p><b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate.</p> <p><b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.</p>
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.
<b>NOTES</b>	Additional referee letters may be sought for candidates with interdisciplinary research programs.

<b>Appointment (tenure): Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>8</b> (see note below)
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for tenure at Stanford.
<b>TRAINEE LETTERS</b>	<p><b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate.</p> <p><b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.</p>

<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.
<b>NOTES</b>	Additional referee letters may be sought for candidates with interdisciplinary research programs.

**APPOINTMENTS IN THE NON-TENURE LINE (RESEARCH) [NTLR]**

<b>Appointment (term): Assistant Professor (Research)</b> <i>(includes "Subject to Ph.D.")</i>	
<b>REFeree LETTERS</b>	<b>3</b> (see note below)
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>NOTES</b>	Additional letters beyond those received as part of the application process (even if solicited by the candidate) are unnecessary unless to comply with specific school guidelines.

<b>Appointment (term) Associate Professor (Research)</b>	
<b>REFeree LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for appointment at Stanford at this rank.
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Appointment (term): Professor (Research)</b>	
<b>REFeree LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for appointment at Stanford at this rank.
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
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<b>Appointment (continuing term): Associate Professor (Research)</b>	
<b>REFeree LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for appointment at Stanford at this rank.
<b>TRaInEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>NOTES</b>	<b>This action may be allowed for programmatic or recruitment needs. Schools should consult the Provost's Office/Faculty Affairs.</b>

<b>Appointment (continuing term): Professor (Research)</b>	
<b>REFeree LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars currently at the rank of the proposed appointment or higher and who would likely meet criteria for appointment at Stanford at this rank.
<b>TRaInEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>NOTES</b>	<b>This action may be allowed for programmatic or recruitment needs. Schools should consult the Provost's Office/Faculty Affairs.</b>

### APPOINTMENTS IN THE NON-TENURE LINE (TEACHING) [NTLT]

<b>Appointment (term): Associate Professor (Teaching)</b>	
<b>REFeree LETTERS</b>	<b>6</b> (For candidates engaged in scholarship, 3 letters should address scholarly contributions; all letters should assess pedagogical contributions).
<b>COMPARISON SET</b>	N/A
<b>TRaInEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the

	candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

<b>Appointment (term): Professor (Teaching)</b>	
<b>REFeree LETTERS</b>	<b>6</b> (For candidates engaged in scholarship, 3 letters should address scholarly contributions; all letters should assess pedagogical contributions).
<b>COMPARISON SET</b>	N/A
<b>TRaInEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

<b>Appointment (continuing term): Associate Professor (Teaching)</b>	
<b>REFeree LETTERS</b>	<b>8</b> (For candidates engaged in scholarship, 3 letters should address scholarly contributions; all letters should assess pedagogical contributions).
<b>COMPARISON SET</b>	N/A
<b>TRaInEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations.
<b>NOTES</b>	<b>This action may be allowed for programmatic or recruitment needs. Schools should consult the Provost's Office/Faculty Affairs.</b>

<b>Appointment (continuing term) Professor (Teaching)</b>	
<b>REFEREE LETTERS</b>	<b>8</b> (For candidates engaged in scholarship, 3 letters should address scholarly contributions; all letters should assess pedagogical contributions).
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. Include <b>6-12</b> letters from undergraduates according to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations.
<b>NOTES</b>	<b>This action may be allowed for programmatic or recruitment needs. Schools should consult the Provost's Office/Faculty Affairs</b>

#### APPOINTMENTS IN THE MEDICAL CENTER LINE [MCL]

<b>Appointment (term): Assistant Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>3</b> external and/or internal
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	N/A, but <b>1-3</b> letters may be included if candidate has had prior teaching experience.
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: N/A, but available assessments may be included if candidate has had prior teaching experience. <b>REQUIRED:</b> Assessment of clinical performance.

<b>Appointment (term): Associate Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5</b> external (supplemental internal letters may be solicited at the department's discretion).
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

#### **Appointment (term): Professor MCL**

<b>REFeree LETTERS</b>	5 external (supplemental internal letters may be solicited at the department's discretion).
<b>COMPARISON SET</b>	N/A
<b>TRaInEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

<b>Appointment (continuing term): Professor MCL</b>	
<b>REFeree LETTERS</b>	<b>8</b> external (supplemental internal letters may be solicited at the department's discretion).
<b>COMPARISON SET</b>	N/A
<b>TRaInEE LETTERS</b>	<b>5-10</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.
<b>NOTES</b>	<b>This action may be allowed for programmatic or recruitment needs. Schools should consult the Provost's Office/Faculty Affairs</b>

**APPOINTMENTS IN DESIGNATED POLICY INSTITUTES**

<b>Appointment (term): Senior Fellow</b> <i>(candidate not currently Stanford faculty)</i>	
<b>REFeree LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars who would likely meet criteria for tenure at Stanford.
<b>TRaInEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.

<b>Appointment (continuing term): Senior Fellow</b> <i>(candidate not currently Stanford faculty)</i>	
<b>REFeree LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars who would likely meet criteria for tenure at Stanford.
<b>TRaInEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.
<b>EVALUATIONS</b>	N/A, but may be included if available and if



<b>(Teaching/Other)</b>	appropriate to the candidate's proposed role.
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<b>Appointment (term): Center Fellow</b> <i>(candidate not currently Stanford faculty)</i>	
<b>REFeree LETTERS</b>	<b>3</b>
<b>COMPARISON SET</b>	N/A
<b>TRaINEE LETTERS</b>	N/A, but may be included if candidate has had prior teaching experience.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but available assessments may be included if candidate has had prior teaching experience.

## REAPPOINTMENTS

### REAPPOINTMENTS IN THE UNIVERSITY TENURE LINE [UTL]

<b>Reappointment (term): Assistant Professor UTL</b>	
<b>REFeree LETTERS</b>	<b>3-5</b> internal and/or external.
<b>COMPARISON SET</b>	N/A
<b>TRaINee LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

<b>Reappointment (term): untenured Associate Professor UTL</b>	
<b>REFeree LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRaINee LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

### **Reappointment (term): untenured Professor UTL**

<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

<b>Reappointment (tenure): Associate Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>8</b> (see note below).
<b>COMPARISON SET</b>	<b>4-6</b> (Scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely receive tenure at Stanford).
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.
<b>NOTES</b>	Additional referee letters may be sought for candidates with interdisciplinary research programs.

<b>Reappointment (tenure): Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>8</b> (see note below).
<b>COMPARISON SET</b>	<b>4-6</b> (Scholars currently at the rank of the proposed appointment or higher required and who would likely receive tenure at Stanford).
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.
<b>NOTES</b>	Additional referee letters may be sought for candidates with interdisciplinary research programs.

#### REAPPOINTMENTS IN THE NON-TENURE LINE (RESEARCH) [NTRLR]

<b>Reappointment (term): Assistant Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>3-5</b>
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Reappointment (term): Associate Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS</b>	N/A, but may be included if a teaching/advising

(Teaching/Other)	role is expected of the candidate.
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<b>Reappointment (term): Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Reappointment (continuing term): Associate Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>4-6</b> scholars currently at the rank of the proposed appointment or higher required and who would likely be appointable at Stanford.
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Reappointment (continuing term): Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>4-6</b> scholars currently at the rank of the proposed appointment or higher required and who would likely be appointable at Stanford.
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

**REAPPOINTMENTS IN THE NON-TENURE LINE (TEACHING) [NLT]**

<b>Reappointment (term): Associate Professor (Teaching)</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	N/A

<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

<b>Reappointment (term): Professor (Teaching)</b>	
<b>REFeree LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

<b>Reappointment (continuing term): Associate Professor (Teaching)</b>	
<b>REFeree LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

<b>Reappointment (continuing term): Professor (Teaching)</b>
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<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

### REAPPOINTMENTS IN THE MEDICAL CENTER LINE [MCL]

<b>Reappointment (term): Assistant Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>3-5</b> internal and/or external.
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

<b>Reappointment (term): Associate Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b> external; <b>3-5</b> internal.
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

<b>Reappointment (term): Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b> external; <b>3-5</b> internal (see note below)
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.
<b>NOTES</b>	Reappointment to Professor MCL normally confers

	continuing term, but may be for a term of years at the discretion of the school.
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<b>Reappointment (continuing term): Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b> external, <b>3-5</b> internal
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>5-10</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included <b>REQUIRED:</b> Assessment of clinical performance.

### REAPPOINTMENTS IN DESIGNATED POLICY INSTITUTES

<b>Reappointment (term): Senior Fellow</b>	
<b>REFEREE LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars who would likely receive tenure at Stanford
<b>TRAINEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role

<b>Reappointment (continuing term): Senior Fellow</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars who would likely receive tenure at Stanford
<b>TRAINEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role

<b>Reappointment (term): Center Fellow</b>	
<b>REFEREE LETTERS</b>	<b>3-5</b> (internal and/or external)
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role



<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role
<b>NOTES</b>	

## PROMOTIONS

### PROMOTIONS IN THE UNIVERSITY TENURE LINE [UTL]

<b>Promotion (term): Assistant Professor UTL to Associate Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

<b>Promotion (term): untenured Associate Professor UTL to Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.

<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.
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<b>Promotion (tenure): Assistant Professor UTL to Associate Professor UTL</b>	
<b>REFeree LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely receive tenure at Stanford.
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

<b>Promotion (tenure): untenured Associate Professor UTL to Professor UTL</b>	
<b>REFeree LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely receive tenure at Stanford.
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

<b>Promotion (already tenured): Associate Professor UTL to Professor UTL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	<b>REQUIRED:</b> Include letters from all current and former direct graduate and/or postdoctoral advisees of candidate. <b>4-6</b> letters from undergraduates should be included if appropriate to the candidate's role. Additional letters from undergraduates may be solicited chiefly in the context of providing feedback regarding difficult courses.
<b>EVALUATIONS (Teaching/Other)</b>	<b>REQUIRED:</b> Summaries of available classroom evaluations. If the candidate has a clinical role, clinical evaluations should also be solicited.

**PROMOTIONS IN THE NON-TENURE LINE (RESEARCH) [NTRLR]**

<b>Promotion (term): Assistant Professor (Research) to Associate Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Promotion (term): Associate Professor (Research) to Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	Not required, but may be included according to school practice or when deemed appropriate to judge candidate's work ( <b>4-6</b> scholars currently at the rank of the proposed appointment or higher required; should all be scholars who would likely be appointable at Stanford at this rank).
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Promotion (continuing term): Assistant Professor (Research) to Associate Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>4-6</b> scholars currently at the rank of the proposed appointment or higher required and who would likely be appointable at Stanford.
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

<b>Promotion (continuing term): Associate Professor (Research) to Professor (Research)</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>4-6</b> scholars currently at the rank of the proposed appointment or higher required and who would likely be appointable at Stanford.
<b>TRAINEE LETTERS</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if a teaching/advising role is expected of the candidate.

**PROMOTIONS IN THE NON-TENURE LINE (TEACHING) [NTLT]**

<b>Promotion (term): Associate Professor (Teaching) to Professor (Teaching)</b>	
<b>REFEREE LETTERS</b>	<b>4-7</b>
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

<b>Promotion (continuing term): Associate Professor (Teaching) to Professor (Teaching)</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	If the candidate is expected to direct graduate study, solicit letters from all former graduate and/or postdoctoral trainees for whom the candidate was primary advisor. Include letters from current advisees if applicable. Include <b>6-12</b> letters from undergraduates if appropriate to the candidate's teaching role.
<b>EVALUATIONS (Teaching/Other)</b>	Include teaching evaluations as applicable to the candidate's role.

**PROMOTIONS IN THE MEDICAL CENTER LINE [MCL]**

<b>Promotion (term): Assistant Professor MCL to Associate Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b> external, <b>3-5</b> internal
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

<b>Promotion (term): Associate Professor MCL to Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b> external, <b>3-5</b> internal (see note below)
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>3-5</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: Available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

<b>Promotion (continuing term): Associate Professor MCL to Professor MCL</b>	
<b>REFEREE LETTERS</b>	<b>5-8</b> external, <b>3-5</b> internal
<b>COMPARISON SET</b>	N/A
<b>TRAINEE LETTERS</b>	<b>5-10</b>
<b>EVALUATIONS (Teaching/Other)</b>	Teaching: available assessments should be included. <b>REQUIRED:</b> Assessment of clinical performance.

### PROMOTIONS IN DESIGNATED POLICY INSTITUTES

<b>Promotion (term): Center Fellow to Senior Fellow</b>	
<b>REFEREE LETTERS</b>	<b>6</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars who would likely receive tenure at Stanford.
<b>TRAINEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.

<b>Promotion (continuing term): Center Fellow to Senior Fellow</b>	
<b>REFEREE LETTERS</b>	<b>8</b>
<b>COMPARISON SET</b>	<b>REQUIRED: 4-6</b> scholars who would likely receive tenure at Stanford.
<b>TRAINEE LETTERS</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.
<b>EVALUATIONS (Teaching/Other)</b>	N/A, but may be included if available and if appropriate to the candidate's proposed role.