School of Medicine Adaptive Long Form Evidence Table  
For use with University Long Form B3 (Reappointment or Promotion Initially Conferring Tenure or a Continuing Term of Appointment)

<table>
<thead>
<tr>
<th>Reappointment or Promotion to the Rank of:</th>
<th>Scholarship: Usual Number of Letters</th>
<th>Comparative Evaluations</th>
<th>Guidelines regarding scholarship</th>
<th>Teaching: usual number of letters</th>
<th>Guidelines regarding teaching</th>
<th>Other activities (includes clinical care): usual number of letters</th>
<th>Guidelines regarding other activities (includes clinical care):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reappt/Promo to Associate Professor or Professor conferring tenure - University Tenure Line</td>
<td>8 - 12 external letters required <strong>Note A</strong> 3 - 5 internal letters required</td>
<td>5 named comparison peers REQUIRED</td>
<td><strong>Note B</strong></td>
<td>5 - 10 trainee letters required <strong>Note C</strong></td>
<td><strong>Note D</strong></td>
<td><strong>Note E</strong></td>
<td><strong>Note F</strong></td>
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<tr>
<td>Reappt/Promo to Associate Professor or Full Professor conferring a continuing term - Non-Tenure Line - Research</td>
<td>8 - 12 external letters required <strong>Note A</strong> 3 - 5 internal letters required</td>
<td>5 named comparison peers REQUIRED</td>
<td><strong>Note G</strong></td>
<td>1 - 5 Trainee letters required</td>
<td><strong>Note H</strong></td>
<td><strong>Note E</strong></td>
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<tr>
<td>Reappt/Promo to Associate Professor or Full Professor conferring a continuing term - Non-Tenure Line - Teaching</td>
<td>Scholarship – specific referee letters <strong>may</strong> be required <strong>Note I</strong></td>
<td>Named comparison peers <strong>NOT</strong> required</td>
<td><strong>Note I</strong></td>
<td>8 - 12 letters from internal and/or external referees required <strong>Note I</strong> 5 - 10 trainee letters required <strong>Note C</strong></td>
<td><strong>Note J</strong></td>
<td><strong>Note E</strong></td>
<td><strong>Note F</strong></td>
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<tr>
<td>Reappt/Promo to Full Professor conferring a continuing term - Medical Center Line</td>
<td>5 - 8 external letters required <strong>Note A</strong> 3 - 5 internal letters required</td>
<td>Named comparison peers <strong>NOT</strong> required</td>
<td><strong>Note K</strong></td>
<td>3 - 5 total trainee letters required</td>
<td><strong>Notes D, L</strong></td>
<td><strong>Note M</strong></td>
<td><strong>Note N</strong></td>
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</tbody>
</table>
Effective November 1, 2010

Notes – Form B3:

A. The clear majority of external letters obtained should come from non-mentor, non-collaborator referees - as a general guideline, no more than 1 or 2 should come from mentors or collaborators.

B. Peers in UTL: The referee and peer sets should be selected to allow calibration of the candidate’s distinction and recognition across a broadly defined field (hundreds of researchers working in the area). All or most of the peers should be scholars who would likely receive tenure at Stanford. In general, the School recommends selection of peers who are tenured at their home institutions. Consult OAA if any uncertainty.

C. If the candidate is expected to direct graduate study, include the names and dates of doctoral graduates for whom the candidate was the principal advisor, and include letters from those individuals wherever practicable. In addition, if applicable, evaluations should normally be sought from current doctoral students and postdoctoral fellows who are directly supervised by the candidate. Evaluations may take the form of letters, or they may be in the form of a summary of confidential conversations with a member of the evaluation committee. Copies of all available standardized course evaluation summaries are expected. Results of peer reviews of teaching, summaries of individual course evaluation forms, representative transcribed comments from such forms, etc. should be submitted as available and applicable.

D. If a large number of trainees are available from whom to solicit evaluation letters, use a random sampling process to determine the trainees who should be solicited. (For small courses and for individually supervised student projects, the entire set of students should be solicited for letters.) There should be a minimum of 2 follow-up requests to non-respondents. The department should document the process used to generate trainee letters, following the guidelines just described, should include tallies of the number of letters requested and received. For example, the department might state, "The candidate provided us a list of 12 former and current trainees. The departmental evaluation committee solicited letters from all three of the candidate's current doctoral trainees and seven randomly selected remaining trainees. 9 of the 10 letters were received. A letter was not received from Dr. ____ despite two follow-up attempts."

E. No separate letters required, but some assessment is required by the School if the candidate has a clinical care role – see note F.

F. If the candidate has a clinical care role at Stanford or one of Stanford’s affiliates, Clinical Excellence Core Competency Evaluation (CECCE) forms should be obtained as described in the CECCE form instructions.

G. Peers in NTLR: Peer set should be selected to allow calibration of candidate's distinction in the relevant field. Due to differences in the institutional roles of NTLR faculty, the breadth of scope of comparison fields in the NTLR may be narrower than for comparable actions in the UTL. Consult OAA for guidance. All or most of the peers should be scholars who would likely be appointed at Stanford.

H. Teaching evidence in addition to the trainee letter(s) is not expected; however, if teaching evidence is available and appropriate to the candidate’s intended role, it may be included.

I. If the candidate is an active scholarly contributor, 3 of the 8 - 12 external and/or internal letters required by the teaching section should also address the candidate's scholarly contributions. In other words, 8 - 12 total referee letters are required and may come from internal and/or external referees; if the candidate is an active scholarly contributor, 3 of these letters should address the scholarly work. These cases are unusual; please consult OAA in advance for guidance regarding this requirement and the mix of external and internal letters. Scholarship-specific letters, if required, may come from external and/or internal referees, as appropriate.

J. Solicitation letter should provide referees with description of the candidate’s role and the evaluative criteria so that referees may provide an informed and meaningful assessment. If a large number of trainees are available from whom to solicit evaluation letters, use a random sampling process to determine the trainees who should be solicited. (For small courses and for individually supervised student projects, the entire set of students should be solicited for letters.) There should be a minimum of 2 follow-up requests to non-respondents. The department should document the process used to generate trainee letters, following the guidelines just described, and should include tallies of the number of letters requested and received. For example, the department might state, "The candidate provided us a list of 12 former and current trainees. The departmental evaluation committee solicited letters from all six of the candidate's current doctoral trainees and four randomly selected remaining trainees. 9 of the 10 letters were received. A letter was not received from Dr. ____ despite two follow-up attempts."
K. Evaluation letters must include assessment of the candidate's scholarly contributions.

L. Summaries of individual course evaluation forms, representative transcribed comments from such forms, etc. should be submitted as available and applicable.

M. MCL: No separate letters required, but some assessment is required by the School – see note N.

N. MCL: If the candidate has a clinical care role at Stanford or one of Stanford’s affiliates, as is the norm in the MCL, Clinical Excellence Core Competency Evaluation (CECCE) forms should be obtained as described in the CECCE form instructions.

O. As a matter of practice, the School of Medicine confers a continuing term in the MCL only by reappointment or promotion to the rank of Full Professor. Initial appointments to Professor in the MCL are normally for a fixed term – see Form B1

End