2.4 UNIVERSITY TENURE LINE (UTL): Criteria and Guidelines for Appointments, Reappointments and Promotions

2.4.A. Definition

Scholarship and teaching (and in some cases, clinical care activities) are the critical components of faculty appointments in the University Tenure Line (UTL). Under normal circumstances, the proportion of time and effort dedicated to scholarship and teaching will be more than that devoted to clinical care. (For those faculty whose primary commitment is to clinical care, appointment in the Medical Center Line [MCL] is normally more appropriate.)

Since both laboratory research and clinical research are valued in the School of Medicine, UTL faculty may be appointed in either the basic science or clinical science departments. Whereas laboratory research is typically regarded as the acquisition of new knowledge through basic science, clinical research is the acquisition of new knowledge through the study of individuals in the clinic, at the bedside, or in the field. Translational research may be performed in either setting.

Major discoveries have frequently come from application of new knowledge derived from laboratory research. Clinical research which is creative or innovative and which develops significant new knowledge considered leading in its field will also be recognized as an important accomplishment that can meet the criteria in regard to research for appointment, reappointment and promotion of tenure-line faculty in the School.

All appointments, reappointments and promotions in the UTL are dependent upon excellence that is consistent with the high standards of Stanford University. Such actions are also dependent upon programmatic need (including budgetary considerations), which may be evaluated in the context of the research and teaching programs and/or of the individual’s specific contributions.

UTL faculty are members of the Professoriate and of the Academic Council of Stanford University, as well as of the School of Medicine’s Faculty Council.

2.4.B. Billet Authorization

Appointments in the University Tenure Line are initiated by departmental or joint departmental action. Although appointments may also be initiated by one of the School’s five institutes, the appointment must be made in a department. A department chair must present the case for a new faculty position to the Senior Associate Dean for Academic Affairs and obtain formal authorization from the Dean before a search can be launched. A billet number (representing a previously approved commitment) must accompany each search request.

By default, every position that becomes vacant for any reason normally returns to the Dean’s Reserve; to retain the position, the department chair must submit a request to the Senior Associate Dean for Academic Affairs. In some circumstances, the position will be returned to
the department for a replacement or for a search in another field. In other cases, the Dean may reallocate the position to another department or hold it in the Dean’s Reserve.

Departmental leadership and the School administration must regard every search authorization as a potential long-term commitment. The Dean’s search authorization is based upon factors including the availability of resources (including a billet commitment and funding), an assessment of the department’s present and predicted future needs in clinical, research and teaching activities, and the specific programmatic need for the requested search; it reflects priority judgments both within the department and between departments. Contributions to interdisciplinary institutes may also play a role in assigning search authorizations to departments.

2.4.C. Searches and Waivers of Search

As is the case for other faculty lines, it is expected that a rigorous and comprehensive search normally will be conducted for new appointments in the University Tenure Line. (The Office of Academic Affairs’ Guide to Faculty Searches provides information on policies and procedures related to searches; see also University Faculty Handbook Chapter 2.7.C.(5).) On occasion, however, a search waiver may be approved when an exceptionally talented person (usually an eminent scholar who is clearly a leader in his or her field) is unexpectedly available.

The Senior Associate Dean for Academic Affairs will consider waivers of search for appointments on a case-by-case basis. Under certain circumstances, a waiver of search may be pursued when convincing evidence is presented that a candidate, either internal or external to Stanford, not only meets the criteria for the position but that he or she would have emerged as a leading candidate had a national search been conducted. Search waivers for junior faculty appointments are granted only in extraordinary circumstances. There may be rare programmatic reasons that warrant a search waiver; inquiries should be addressed to the Senior Associate Dean for Academic Affairs.

Under other circumstances, a determination may be made that a national search is the most appropriate way to proceed in filling the position. When the search is launched, the advertisement should not be tailored to fit a special candidate or candidates. Furthermore, the search committee should be instructed that although the credentials of internal candidates may be more easily assessed than those of others, its members are still obliged to consider by all appropriate means the credentials of candidates having no prior association with the University. This obligation should be made clear to any internal candidate who holds or has held a non-faculty Stanford appointment.

2.4.D. Medical Staff Privileges

Before a member of the UTL faculty is permitted to assume responsibilities for the care of patients at Stanford Hospital and Clinics and/or Lucile Packard Children’s Hospital, he or she must apply for Medical Staff membership and be approved through a formal credentialing process that results in clinic privileges. Similarly, a UTL faculty member who serves in a non-
Stanford facility must obtain and maintain in good standing the privileges at that facility applicable to his or her duties.

University Tenure Line appointments are contingent upon and coterminous with the UTL faculty member obtaining and maintaining in good standing the privileges necessary for the performance of the faculty member’s intended clinical role. Failure to obtain and maintain in good standing such privileges will generally result in the immediate termination of the faculty member’s faculty appointment.

2.4.E. Ranks and Titles

The Tenure Line ranks are:

- Assistant Professor
- Associate Professor
- Professor

Individuals may also be appointed in the UTL as an Assistant Professor with a “Subject to Ph.D.” contingency. (For further information, see Chapter 2.6.A. of the University Faculty Handbook.) Those holding appointments “Subject to Ph.D.” do not accrue time toward tenure by length of service.

2.4.F. Duration of Appointments

Tenure Line appointments are made either for a term of years, or “without limit of time” (commonly referred to as “with tenure”). The total length of time spent in untenured term appointments in the UTL at any rank may not exceed seven years, except in specified circumstances such as those described in the guidelines below. The usual duration of an appointment (subject to relatively rare exceptions granted by the Provost for good cause and on a case-by-case basis) for each rank is:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Initial Appointment</th>
<th>Reappointment at or Promotion to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Normally 4 years</td>
<td>Normally 3 years; not to exceed a total of seven years without tenure</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>With tenure, or for a term of generally 4 years</td>
<td>With tenure, or for a term of years not to exceed a total of seven years without tenure</td>
</tr>
<tr>
<td>Professor</td>
<td>With tenure, or for a term of up to 6 years when special circumstances warrant an appointment for a term of years</td>
<td>With tenure, or for a term of up to 6 years when special circumstances warrant an appointment for a term of years; not to exceed a total of seven years without tenure.</td>
</tr>
</tbody>
</table>
1. **Term Appointments**

Although term appointments are frequently made with the clear possibility of reappointment or promotion, there is no entitlement to such action at the end of the term and it is by no means automatic. Instead, decisions on reappointment and promotion, like decisions on initial appointment, are subject to the exercise of professional and scholarly judgment and discretion by the School’s departmental faculty and the School’s academic leadership.

Deans and department chairs are reminded that consideration of reappointment and promotion cases (especially those with term appointments) should include an account of the future of the department/division and/or School, which may include consideration of programmatic need (including budgetary considerations).

Reappointment and promotion reviews are generally (but not always) initiated one year in advance of the appointment end date. (For further information on the timing of reviews, see Section 2.4.G.) At such time, the faculty member will receive a communication from the Senior Associate Dean for Academic Affairs that confirms the initiation of the review and includes information regarding criteria for the reappointment or promotion action, along with a general description of the process. Departments are then responsible for following up with more specific information, and it is the faculty member’s obligation to provide materials that are requested, such as an up-to-date curriculum vitae and candidate’s statement. The Office of Academic Affairs will work with departments to create a schedule so that the reappointment or promotion review is conducted in a timely manner.

Term appointments may be extended under certain circumstances; see below (4. **Tenure Clock Calculations**).

2. **Tenure**

Tenure is security of appointment which continues to the date of academic retirement. Security of appointment is defined as the right not to be dismissed, involuntarily retired early, or subjected to discriminatory reduction of salary before the expiration of the term of an academic appointment except on the basis of situations outlined in Chapter 4.4.B. of the University Faculty Handbook. (See also Chapter 4.4.F(5).)

Appointments, reappointments and promotions without limit of time automatically carry tenure. Candidates for these actions are evaluated against the standards set forth in Sections 2.4.H. and 2.4.I. Material to aid in this evaluation is accumulated and prepared during the appointment, reappointment or promotion review process; documentation that explicitly and tangibly supports both the quality of performance and quantity of contributions is required.

3. **Tenure by Length of Service**
Tenure may also be acquired by length of service. (The rules concerning tenure by length of service can be found at Chapter 4.4.D. of the University Faculty Handbook.) Since a comprehensive review process is integral to the appointment, reappointment or promotion of faculty at Stanford University, situations in which tenure may be awarded on the basis of length of service should be strictly avoided. As a result, it is important for departments and schools to closely and accurately track and calculate both the seven-year tenure clock and ten-year appointment clock deadlines by keeping in mind that:

Full-time service in the UTL at Stanford at the ranks of Professor, Associate Professor, or Assistant Professor (or a combination thereof) beyond seven years without the initiation of a review for tenure normally confers tenure by length of service.

Untenured service in a UTL rank may not normally exceed ten years, irrespective of the circumstances that might extend the seven-year tenure clock deadline as described below. Accordingly, untenured service in a UTL rank beyond ten years normally confers tenure by length of service. The ten-year appointment clock deadline can only be extended by a Provostially-granted exception for extraordinary personal or institutional circumstances.

4. Tenure Clock Calculations

In determining tenure by length of service, both the seven-year tenure clock deadline and the ten-year appointment clock deadline must be calculated. The following should be taken into consideration:

Service in the Tenure Line: Only periods of service in the UTL as an Assistant Professor, Associate Professor or Professor (or a combination thereof) count toward tenure by length of service. Persons holding acting or visiting appointments or “Subject to Ph.D.” appointments, or appointments in the Medical Center Line or Non-Tenure Line do not accrue time toward tenure by length of service.

Breaks in Tenure Line Service: Periods of service in the UTL at Stanford University need not be continuous to count toward acquisition of tenure by length of service. For a faculty member who departs Stanford University and is subsequently rehired, all service at Stanford in the UTL counts toward the seven-year tenure clock and the ten-year appointment clock deadlines.

Service at Other Institutions: Academic service at other institutions does not count toward acquisition of tenure by length of service at Stanford University.

Initiation of Tenure Review: Periods of service after the initiation of the tenure review process do not count toward tenure by length of service.
Sample tenure clock calculations are available on the Office of Academic Affairs website.

Circumstances that may stop the tenure clock and extend the seven-year deadline include part-time appointments, administrative appointments, leave without salary, childcare leave, New Parent Tenure Clock Extension, and (with the approval of the Provost) some personal circumstances that may significantly disrupt teaching and scholarly activities for an extended period.

Circumstances that do not extend the seven-year tenure clock deadline include sabbatical leave, leave for periods of pure research, short-term disability, and pregnancy disability leave.

Untenured service in a UTL rank may not normally exceed ten years, irrespective of the circumstances that might extend the seven-year tenure clock deadline described above. The ten-year appointment clock deadline can only be extended by a Provostially-granted exception for extraordinary personal or institutional circumstances.

2.4.G. Progression through the Ranks

1. 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 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. Candidates should have compiled a record of excellent scholarly accomplishment since the time of the initial appointment or reappointment. There must be 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.

Reflecting an upward trajectory, candidates for promotion from tenured Associate Professor to Professor should have compiled a significant record of accomplishment since the time of the tenure review and met the criteria for the higher rank.
2. **Timing of the Reappointment Review**

Under normal circumstances, reappointment reviews for Assistant Professors (and, if applicable, for untenured Associate Professors) are initiated one year in advance of the appointment end date. However, the timing of the initiation of the evaluation process at the departmental level is at the discretion of the department chair, taking into account factors including the end date of a current appointment, the possible start date for the reappointment if the outcome of the School and University process is favorable, and considerations relating to notice of non-renewal and possible terminal year requirements if the outcome is negative. University policies regarding negative reappointment and promotion decisions and notice of non-renewal are found in the University Faculty Handbook at Chapter 2.8.C. and 4.4.E.

In cases where reappointment reviews are initiated more or less than one year in advance of the appointment end date, the department chair should inform the Senior Associate Dean, who will then need to endorse the timing of the review.

3. **Timing of the Promotion Review**

UTL Assistant Professors may spend a total of seven years in rank before promotion to Associate Professor (or, with approved extensions, up to ten years). Typically, promotion reviews for Assistant Professors are initiated one year in advance of the appointment end date, that is, at the beginning of the seventh year in rank.

Under certain circumstances, however, UTL faculty who have made accelerated progress in scholarship, teaching and, if relevant, clinical care (or who have had prior years of faculty experience at their current rank) may be proposed for early promotion. In most cases, this will typically occur in one of the years following reappointment. In rare instances, promotion may be considered in lieu of reappointment.

Since, in many cases, the University is being asked to evaluate a person who may have a shorter track record, there should be *unequivocal* evidence that the quality of the faculty member’s contributions meets the criteria for promotion to the higher rank. When this standard is met, time in rank at another institution or a retention scenario may be cited as additional support for early promotion consideration.

Consultation between the department chair and the Senior Associate Dean for Academic Affairs is essential prior to initiating a review process leading toward early promotion. The process can only be initiated with the consent of the candidate and with the approval of the Senior Associate Dean for Academic Affairs.

Unsuccessful candidates for early promotion may be proposed again at the normal time if that remains desirable to the candidate and the department. However, in order to avoid potential awkwardness following a negative promotion decision, it is prudent to initiate an early promotion review only when a positive outcome can be anticipated with reasonable confidence based on the available evidence.
There is no formal timeline for promotion from tenured Associate Professor to Professor. Candidates should be brought forward for consideration for promotion when there is evidence that they have compiled a significant record of accomplishment since the time of the tenure review and that criteria for the higher rank have been met.

2.4.H. Criteria

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

Excellence in scholarship and teaching (and clinical care, if applicable) 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, reappointment or promotion evaluation is to appraise, on the basis of the record to date, the candidate’s standing in and impact on his or her scholarly discipline (broadly defined) and the candidate’s quality as a teacher (and as a clinician, if applicable).

The criteria detailed below should be considered in concert with Sections 2.4.I. (Application of the Criteria) and 2.4.J., 2.4.K. and 2.4.L., which address specific criteria for the ranks of Assistant Professor, Associate Professor and Professor, respectively.

1. Scholarship

The first criterion for a UTL appointment at Stanford is that the candidate must have achieved (or, in the case of Assistant Professors, have the promise to achieve) true distinction in scholarship. For the Associate Professor rank, the scholarship must 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 that field. At the rank of Professor, the scholarship must reveal that the candidate is one of the very best in the broadly defined field. In short, the judgment is comparative and (for the Assistant and Associate Professor ranks) predictive.

For further information regarding the application of criteria for scholarship, see Section 2.4.I.

2. Teaching

The second criterion for a UTL 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.
For further information regarding the application of criteria for teaching, see Section 2.4.I.

3. Clinical Care

Excellence in clinical practice or clinical care is a requirement for those candidates whose duties include such practice.

For further information regarding the application of criteria for clinical care, see Section 2.4.I.

4. Institutional Service

UTL candidates for appointment, reappointment or promotion are primarily assessed on the basis of their achievements in the areas of scholarship, teaching and, if relevant, clinical care, as noted above. Service (including what might be called institutional citizenship), although relevant, is not a primary criterion.

The quality of the institutional service, however, may be considered in the appointment, reappointment or promotion process; in most cases, this will be at the rank of Professor and, less frequently, Associate Professor. Since a major commitment to service activities detracts from the time available for the primary areas of scholarship, teaching and, if relevant, clinical care, Assistant Professors are discouraged from significant administrative commitment and departments are discouraged from requiring such.

2.4.I. Application of the Criteria

1. Scholarship

In assessing whether a candidate has met the criteria of being one of the best scholars at his or her level of professional development in a broadly field, and of having achieved – or (in the case of Assistant Professors) having the promise to achieve – true distinction in scholarship, judgments should be informed by such considerations 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 applicable); effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.
Investigative independence (or, for Assistant Professors, the promise of investigative independence) is expected since it can be a useful marker of substantive scholarly contributions. It is anticipated that, in many cases, faculty members appointed or reappointed as or promoted to Associate Professor or Professor will have a record of external funding, which is often viewed as an indicator of how the work is regarded in the field and may likewise be relevant to an assessment of the ability of a faculty member to carry out an excellent program of scholarly activity.

Uniqueness of function is not, in and of itself, a primary criterion for an appointment, reappointment or promotion. The fact that a candidate is the only individual teaching in a specific area or doing scholarship on a certain subject, for example, is not relevant to the process of judging the quality of teaching and scholarship and is not determinative in the decision to appoint, reappoint or promote the candidate.

Moreover, a department’s faculty and/or the dean (and, similarly, the Provost, University Advisory Board and/or President) may on occasion decide that a candidate does not warrant an appointment, reappointment or promotion even though that person may be the best within a field. That is, the reviewing group or individual may decide that the best candidate in a weak or overly narrow professional field, for example, should not be appointed, reappointed or promoted 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.

2. Teaching

A UTL candidate should show promise – or have a record demonstrating -- that he or she is capable of sustaining a first-rate teaching program during his or her career at Stanford.

Teaching is broadly defined to include: the classroom, laboratory, or clinical setting; advising; mentoring; program building; and curricular innovation. Teaching may include undergraduates, graduate students, medical students, residents, postdoctoral fellows and in postgraduate and continuing medical education. It is recognized that many UTL faculty in clinical departments teach in small group sessions or with individual trainees.

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; and ability to work effectively as part of the teaching team.

3. Clinical Care
Excellence in clinical practice or clinical care is a requirement for those faculty members whose duties include such practice. Under normal circumstances, the proportion of time and effort dedicated to clinical care will be less than that devoted to scholarship and teaching. (For those faculty whose primary commitment is to clinical care, appointment in the Medical Center Line [MCL] is normally more appropriate.)

UTL faculty in the clinical departments may assume responsibilities for the care of patients to create the conditions necessary for medical research and for the teaching of medicine. Although the development and nurturing of the clinical skills necessary for patient care places demands on the time and the attention of the faculty who provide that care, appointments, reappointments and promotions will still be made primarily on the basis of scholarship and teaching.

Factors considered in assessing clinical performance may include (but are not limited to) the following:

General Clinical Proficiency: maintains up-to-date knowledge base appropriate to scope of practice; maintains current technical/procedural proficiency; applies sound diagnostic reasoning and judgment; applies sound therapeutic reasoning and judgment; applies evidence from relevant scientific studies; seeks consultation from other care providers when appropriate; maintains appropriate clinical productivity; and demonstrates reliability in meeting clinical commitments.

Communication: communicates effectively with patients and their families, physician peers, trainees, and other members of the health care team (for example, nurses, nurse practitioners, therapists, pharmacists); and maintains appropriate medical documentation.

Professionalism: treats patients with compassion and respect; serves as patient advocate (puts the patient first); shows sensitivity to cultural issues; treats physician peers, trainees, and other members of the health care team (for example, nurses, nurse practitioners, therapists, pharmacists) with respect; is available to colleagues; responds in a timely manner; and respects patient confidentiality.

Systems-Based Practice: effectively coordinates patient care within the health care system; appropriately considers cost of care in medical decision-making; participates in quality improvement activities; and demonstrates leadership in clinical program development and administration.

The UTL may include faculty members who contribute indirectly to patient care in clinical environments that heavily emphasize technology and/or a multidisciplinary approach. For example, a radiation physicist may play an integral role in treatment planning for individual oncology patients or a biomedical engineer may work closely with a surgeon or interventional cardiologist to develop and implement new treatment strategies. In such cases, factors considered in assessing clinical performance may include (but are not limited to) the applicable factors described above.
4. Respectful Workplace

The School of Medicine is committed to providing a work environment that is conducive to teaching and learning, research, the practice of medicine and patient care. Stanford’s special purposes in this regard depend on a shared commitment among all members of the community to respect each person’s worth and dignity. Because of their roles within the School of Medicine, faculty members, in particular, are expected to treat all members of the Stanford Community with civility, respect and courtesy and with an awareness of the potential impact of their behavior on staff, students, patients and other faculty members.

As detailed earlier in this section, application of criteria for evaluating the quality of scholarship, teaching and clinical care include specific expectations regarding a faculty member’s professional behavior in the workplace. They are reiterated here to emphasize their importance as factors in appointment, reappointment and promotion actions.

In scholarly activities, such factors relevant to whether the standards for scholarship have been met may include: the ability to work effectively as part of a research team; effective communication with colleagues, staff and students; and professionalism, institutional compliance and ethics.

In teaching activities, such factors relevant to whether the standards for teaching have been met may include: a positive style of interaction with students; availability; professionalism; institutional compliance and ethics; effective communication skills; helpfulness in learning; and ability to work effectively as part of the teaching team.

In clinical care activities, such factors relevant to evaluation of whether the standards for clinical performance have been met may include: professionalism, institutional compliance and ethics; humanism; ability to work effectively as part of the health care team; and effective communication with colleagues, staff, students and patients.

Results from the distribution of clinical excellence and teaching evaluation forms, as well as from referee letters, will aid reviewing bodies in assessing a faculty member’s performance in the workplace.

2.4.J. Specific/Supplementary Criteria for Assistant Professors

1. Appointment as Assistant Professor (for a term of years)

Individuals appointed as Assistant Professors in the UTL will have completed housestaff training (where applicable) and, additionally, one or two years of postdoctoral research experience. Their accomplishments during graduate and postgraduate training should
already have stamped them as creative and promising investigators. If these individuals have not had formal teaching experience, they should have demonstrated during their postdoctoral training a commitment to develop the skills necessary for first-rate teaching. In short, the successful candidate must have demonstrated true distinction (or the promise of achieving true distinction) in research, and the capability of sustaining first-rate performance (or the promise of this) in teaching, and excellence in patient care (if applicable) appropriate to the programmatic need upon which the appointment is based.

The initial term of appointment will be four years.

2. Reappointment as Assistant Professor (for a term of years)

Assistant Professors in the UTL are assessed for reappointment on the basis of their performance and achievements in the areas of scholarship, teaching and, if applicable, clinical care. They may be reappointed based on evidence of progress, high-level performance, and their continuing to fill a programmatic need. There should be evidence that the candidate will continue to make meritorious contributions to his/her discipline and to the School.

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) clinical care. 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.

The term of reappointment will be three years. Total time in service at Stanford in an untenured rank is normally limited to seven years (or, with approved extensions, up to ten years).

For the timing of reappointment consideration, see Section 2.4.G.

2.4.K. Specific/Supplementary Criteria for Associate Professors

1. Appointment as Associate Professor (conferring tenure)

Appointment to the rank of Associate Professor with tenure will be reserved for an individual who has achieved true distinction in research and who is not only recognized as among the best in his or her cohort in a broadly defined field but also is likely to become one of the very best in the field. The candidate should be capable of sustaining a first-rate teaching program, and (if he or she has clinical responsibilities) be an excellent clinician. There should be evidence that the candidate will successfully fill the programmatic need for which the appointment is made and make meritorious contributions to his or her discipline and to the School.

2. Promotion to Associate Professor (conferring tenure)
Promotion to the rank of Associate Professor with tenure will be reserved for an individual who has achieved true distinction in research and who is not only recognized as among the best in his or her cohort in a broadly defined field but also is likely to become one of the very best in the field. The candidate should be capable of sustaining a first-rate teaching program, and (if he or she has clinical responsibilities) be an excellent clinician. There should be evidence that the candidate will successfully continue to fill the programmatic need for which the appointment is made and make meritorious contributions to his or her discipline and to the School.

For the timing of promotion consideration, see Section 2.4.G.

3. Appointment as Associate Professor (without tenure)

Appointment to the rank of Associate Professor (without tenure) is based upon evidence of the candidate’s performance at another institution of exceptionally meritorious research and a high level of teaching and clinical care (if applicable) activity.

At the time of appointment, it is expected that the candidate’s qualifications will be more advanced than those described for an Assistant Professor but less than those described for an Associate Professor with tenure, and that he or she 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) clinical care. There must be a realistic chance for the candidate to become tenured in the future on the basis of continuation of his or her work.

The term of appointment will generally be four years; time in service at Stanford without tenure is limited to seven years (or, with approved extensions, up to ten years).

4. Reappointment as Associate Professor (without tenure)

Associate Professors in the UTL are assessed for reappointment on the basis of their performance and achievements in the areas of scholarship, teaching and, if applicable, clinical care. They may be reappointed based on evidence of progress, high-level performance, and their continuing to fill a programmatic need. There should be evidence that the candidate will continue to make meritorious contributions to his/her discipline and to the School.

At the time of reappointment, it is expected that an untenured Associate 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) clinical care. Candidates for reappointment should have compiled a record of excellent scholarly accomplishment since the time of the initial appointment. There must be a realistic chance for the candidate to become tenured in the future on the basis of continuation of his or her work.

The term of reappointment will customarily be up to three years; time in service at Stanford without tenure is limited to seven years
(or, with approved extensions, up to ten years).

For the timing of reappointment consideration, see Section 2.4.G.

5. Promotion (without tenure)

This is rarely used; consult the Office of Academic Affairs.

2.4.L. Specific/Supplementary Criteria for Professors

1. Appointment as Professor (conferring tenure)

Appointment to the rank of Professor with tenure will be reserved for an exceptionally distinguished individual who has performed outstanding research and who is recognized as one of the very best in a broadly defined field. The candidate should be capable of sustaining a first-rate teaching program and (if he or she has clinical responsibilities) be an excellent clinician. There should be evidence that the candidate will successfully fill the programmatic need for which the appointment is made and make meritorious contributions to his or her discipline and to the School.

2. Promotion to Professor (with tenure)

For Associate Professors with tenure at Stanford, promotion to Professor should reflect continuing distinguished performance in research, teaching and clinical care (if applicable). In order to be promoted to full Professor, a faculty member should have compiled a significant record of accomplishment since the time of the tenure review. In general, the evidence should show that the person being proposed for promotion is recognized as one of the very best in a broadly defined field and will successfully continue to fill the programmatic need for which the appointment is made and make meritorious contributions to his or her discipline and to the School. While the primary criteria for promotion are distinguished performance in scholarship, teaching, and (if applicable) clinical care, service (including what might be called institutional citizenship) may also be given some consideration.

3. Promotion to Professor (without tenure)

This is rarely used; consult the Office of Academic Affairs.