

## Overview of Appointment and Promotion Criteria All Lines

### NOTES

The below criteria are brief summaries. Please see the links to formal descriptions of criteria in the School of Medicine Handbook.

The School of Medicine is committed to providing a work environment that is conducive to teaching, learning, research, the practice of medicine, and patient care. All faculty members are expected to engage in a level of professionalism that facilitates a respectful workplace culture in which all members of the Stanford Community are treated with civility, respect and courtesy with an awareness of the potential impact of their behavior on staff, students, and other faculty members.

<b>Clinician Educator</b>	
<a href="#"><u>Criteria for Clinical Assistant Professors</u></a>	<ul style="list-style-type: none"> <li>• Demonstrated exceptional qualities and promise to become outstanding clinicians, teachers, institutional leaders and/or scholars.</li> <li>• Demonstrated excellence or promise of excellence in a combination of clinical performance, teaching, administration and/or scholarship appropriate to the programmatic need upon which the appointment will be based.</li> </ul>
<a href="#"><u>Criteria for Clinical Associate Professors</u></a>	<ul style="list-style-type: none"> <li>• Demonstrated excellence in overall mix of clinical care, teaching, administrative and/or scholarly activities.</li> <li>• Evidence of regional recognition as superior clinicians, teachers, institutional leaders and/or scholars.</li> <li>• In special cases, other factors may be considered for promotion, including extraordinary contributions in such broadly defined areas as teaching and clinical excellence, innovation, program building and/or administrative activities.</li> </ul>
<a href="#"><u>Criteria for Clinical Professors</u></a>	<ul style="list-style-type: none"> <li>• Demonstrated exceptional performance in clinical care, teaching, administration and/or scholarship and must be widely recognized as leaders in their field.</li> <li>• Evidence of national recognition as superior clinicians, teachers, institutional leaders and/or scholars.</li> <li>• In special cases, other factors may be considered for promotion, including extraordinary contributions in such broadly defined areas as teaching, clinical excellence, innovation, program building and/or administrative activities.</li> </ul>
<b>Non-Tenure Line (Research)</b>	
<a href="#"><u>Non-Tenure Line (Research) Core Criteria</u></a>	<ul style="list-style-type: none"> <li>• Achieved (or, in the case of Assistant Professors, have the promise to achieve) true distinction in scholarship.</li> <li>• Faculty appointed in the Research Line generally have special expertise in a relatively narrow field that is of particular benefit to a broader clinical or research program.</li> </ul>

<a href="#"><u>Criteria for Assistant Professors</u></a>	<ul style="list-style-type: none"> <li>Achieved or the promise to achieve true distinction in scholarship.</li> </ul>
<a href="#"><u>Criteria for Associate Professors</u></a>	<ul style="list-style-type: none"> <li>True distinction in scholarship with recognition not only as the best in their cohort in the research field but also likely to become one of the very best in the field.</li> <li>Capability of sustaining a first-rate teaching program.</li> <li>Evidence of the ability to obtain external funding.</li> <li>If applicable, excellence as a clinician.</li> </ul>
<a href="#"><u>Criteria for Professors</u></a>	<ul style="list-style-type: none"> <li>Recognition as one of the very best in the research field.</li> <li>Excellence in teaching, ability to obtain grant funding and, if applicable, in clinical care.</li> </ul>
<b>Non-Tenure Line (Teaching)</b>	
<a href="#"><u>Non-Tenure Line (Teaching) Core Criteria</u></a>	<ul style="list-style-type: none"> <li>The overriding requirement for faculty appointment, reappointment and promotion in the Teaching Line is excellence in teaching, broadly defined.</li> <li>Under most circumstances, it is expected that Teaching Line faculty will extend their successes at Stanford to broader regional or national audiences.</li> <li>While there is no formal research obligation in the Teaching Line, it is anticipated that many faculty will make scholarly contributions, as teaching and scholarship are closely intertwined. In such cases, there is an expectation that the candidate will be a strong scholarly contributor, though not necessarily a leader in the field. Therefore, where applicable, a standard of acceptable performance should be met to complement excellence in teaching.</li> </ul>
<b>Criteria for Assistant Professors</b>  <i>*No link available as SoM Faculty handbook is being revised*</i>	<ul style="list-style-type: none"> <li>Achieved or the promise to achieve true distinction in teaching and pedagogical contributions.</li> <li>Evidence of the potential to make meritorious contributions to their discipline and to the School and the promise of ability to sustain a first-rate teaching program at Stanford. Evidence of potential to gain national or international recognition for their teaching, pedagogical activities and/or innovations.</li> </ul>
<a href="#"><u>Criteria for Associate Professors</u></a>	<ul style="list-style-type: none"> <li>Evidence of excellence in teaching and regional recognition for teaching.</li> </ul>
<a href="#"><u>Criteria for Professors</u></a>	<ul style="list-style-type: none"> <li>National recognition as an educator who is one of the very best in the field.</li> </ul>
<b>University Medical Line</b>	
<a href="#"><u>University Medical Line Core Criteria</u></a>	<ul style="list-style-type: none"> <li>All appointments, reappointments and promotions in the UML are dependent upon excellence in the overall mix of contributions.</li> </ul>

<a href="#"><u>Evaluation &amp; Apportionment of Effort</u></a>	<ul style="list-style-type: none"> <li>• Evaluation of faculty in the UML is based on the apportionment of efforts in the overall mix of clinical, teaching, scholarship and administrative roles that advance clinical medicine.</li> <li>• Excellence in clinical care is required regardless of the proportion of commitment.</li> </ul>
<a href="#"><u>Criteria for Assistant Professors</u></a>	<ul style="list-style-type: none"> <li>• Promise to attain regional recognition for excellence in the overall mix of contributions in clinical care, teaching, and scholarship that advances clinical medicine.</li> </ul>
<a href="#"><u>Criteria for Associate Professors</u></a>	<ul style="list-style-type: none"> <li>• Attained regional recognition for excellence in the overall mix of contributions in clinical care, teaching, and scholarship that advances clinical medicine.</li> </ul>
<a href="#"><u>Criteria for Professors</u></a>	<ul style="list-style-type: none"> <li>• Attained national recognition for excellence in the overall mix of contributions in clinical care, teaching, and scholarship that advances clinical medicine.</li> </ul>
<b>University Tenure Line</b>	
<a href="#"><u>University Tenure Line Core Criteria</u></a>	<ul style="list-style-type: none"> <li>• The first criterion for a UTL appointment is that the candidate must have achieved (or, in the case of Assistant Professors, have the promise to achieve) true distinction in scholarship in a broadly defined field.</li> <li>• The second criterion for a UTL appointment is promise – or a record demonstrating – that the candidate can sustain a first-rate teaching program during their career at Stanford.</li> </ul>
<a href="#"><u>Criteria for Assistant Professors</u></a>	<ul style="list-style-type: none"> <li>• Achieved or the promise to achieve true distinction in scholarship in a broadly defined field.</li> <li>• Promise – or a record demonstrating – ability to sustain a first-rate teaching program during their career at Stanford.</li> </ul>
<a href="#"><u>Criteria for Associate Professors</u></a>	<ul style="list-style-type: none"> <li>• True distinction in scholarship with recognition not only as the best in their cohort in a broadly defined field but also likely to become one of the very best in the field.</li> <li>• Capability of sustaining a first-rate teaching program.</li> <li>• If applicable, excellence as a clinician.</li> </ul>
<a href="#"><u>Criteria for Professors</u></a>	<ul style="list-style-type: none"> <li>• Recognition as one of the very best in a broadly defined field.</li> <li>• Excellence in teaching and, if applicable, in clinical care.</li> </ul>