

*School of Medicine Adaptive Long Form Evidence Table
(Reappointment or Promotion Initially Conferring Tenure or a Continuing Term of Appointment)*

Reappointment or Promotion to the Rank of:	Scholarship: Usual Number of Letters	Comparative Evaluatons	Guidelines regarding scholarship	Teaching: usual number of letters	Guidelines regarding teaching	Other activities (includes clinical care): usual number of letters	Guidelines regarding other activities (includes clinical care):
Reappt/Promo to Associate Professor or Professor <i>conferring tenure - University Tenure Line</i>	8 - 12 external letters required Note A 3 - 5 internal letters required	5 named comparison peers REQUIRED	Note B	<i>New guidelines</i> Note C Not less than 5-10 trainees	Note D	Note E	Note F
Reappt/Promo to Associate Professor or Full Professor <i>conferring a continuing term - Non-Tenure Line -Research</i>	8 - 12 external letters required Note A 3 - 5 internal letters required	5 named comparison peers REQUIRED	Note G	Promo to Assoc: Note C (all research trainees) all others: Note D Not less than 1-5 trainees	Note H	Note E	Note F
Reappt to Associate Professor or Reappt/Promo to Professor <i>conferring a continuing term - Teaching</i>	8 - 12 letters from internal and/or external referees required Note I	Named comparison peers NOT required	Note I	5 - 10 trainee letters required Note D	Note J	Note E	Note F
Reappt/Promo to Full Professor <i>conferring a continuing term - Medical Center Line</i> Note O	5 - 8 external letters required Note A 3 - 5 internal letters required	Named comparison peers NOT required	Note K	3 - 5 total trainee letters required Note D	Notes D, L	Note M	Note N

Notes:

- 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. Obtain a list of all current and former trainees from the candidate. **Solicit all research trainees (up to 20) who have worked with the candidate (current or former), and a mix of clinical trainees (if any)**. 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. There should be a minimum of 2 follow-up requests to non-respondents. The department should obtain a list of all of the candidate's current and former trainees, and must document the process used to generate trainee letters, for example, "The candidate provided us a list of 7 research trainees and 5 clinical trainees. All research trainees were solicited and three of the five clinical trainees were solicited. A letter was not received from Dr. ____ despite two follow-up attempts."
- D. Obtain a list of all current and former trainees from the candidate. Solicit a mix of current and former trainees. (For small courses and for individually supervised student projects, the entire set of students should be solicited for letters.) 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. There should be a minimum of 2 follow-up requests to non-respondents. Document the process used to generate trainee letters, for example, "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 out 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.

End