

2.6 Non-Tenure Line (Teaching) [NTLT]: Criteria and Guidelines for Appointments, Reappointments and Promotions

2.6.A. Definition

Faculty in the School of Medicine are predominantly in the University Tenure Line or Medical Center Line. The Non-Tenure Line (Teaching), also known as the Teaching Line, is used for special programmatic needs that are not fulfilled by faculty in these other lines.

Faculty appointed in the Teaching Line generally have special expertise in teaching, broadly defined, that meets a specific departmental programmatic need. Typically, such special expertise enhances or expands the academic impact of strong clinical or research programs ongoing in the School of Medicine. Teaching Line faculty are expected to spend a large proportion of their time on teaching and pedagogical activities and, at the rank of Associate Professor, to have earned a regional reputation for these activities. At the rank of Professor, faculty members should be recognized nationally for their efforts in teaching and pedagogical activities.

Since this faculty line is specifically designated for teaching, there is no formal research obligation. However, since teaching and scholarship are closely intertwined, there is an expectation that, in many cases, candidates will be strong scholarly contributors, though not necessarily leaders in the field. The School of Medicine generally discourages significant clinical time commitments for faculty in this line.

Teaching Line faculty are members of the Professoriate and of the Academic Council of Stanford University and of the School of Medicine's Faculty Council.

2.6.B. Billet Authorization

Appointments in the Teaching 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.

2.6.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 Teaching 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.\(5\)](#).) While this is the goal, as a practical matter, a specific programmatic need may sometimes be best fulfilled by personnel already affiliated with Stanford.

The Senior Associate Dean for Academic Affairs will consider waivers of search for appointments in the Teaching Line of internal or known external candidates on a case-by-case basis. Under certain limited circumstances, a waiver of search may be pursued when convincing evidence is presented that a candidate internal 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.

However, under most circumstances (including when there are internal candidates), a determination will usually 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 fully 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.

2.6.D. Ranks and Titles

The Non-Tenure Line (Teaching) ranks are:

Associate Professor (Teaching)
Professor (Teaching)

In everyday usage, the parenthetical designation may be removed from the titles of Associate Professors and Professors holding Non-Tenure Line (Teaching) appointments, but it must remain in the titles in personnel files, CVs, appointment, reappointment and promotion papers, administrative records and other similar documents.

2.6.E. Duration of Appointments

It is the normal practice in the School of Medicine that new appointments at the rank of Associate Professor and Professor be made for a term of years. Likewise, reappointments as Associate Professor are normally for a term of years. However, at the discretion of the department, and with approval by the Senior Associate Dean for Academic Affairs, reappointment as Associate Professor (Teaching) may be considered for a continuing term (see below).

Conversely, reappointments as and promotions to Professor (Teaching) are generally made for a continuing term. However, at the discretion of the department, and with approval by the Senior Associate Dean for Academic Affairs, such actions may be considered for a term of years.

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:

| Rank | Initial Appointment | Reappointment at or Promotion to |
|--------------------------------|---------------------|---|
| Associate Professor (Teaching) | Generally 5 years | Renewable for an unlimited number of 5 year terms or for a continuing term |
| Professor (Teaching) | Generally 5 years | Renewable for a continuing term or for an unlimited number of 5 year terms. |

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 not 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.

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 2.6.F**. At this 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

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).

2. Extension of Term Appointments

Circumstances that *may* extend a term appointment in the Teaching Line include part-time appointments, leave without salary, New Parent Extension, childcare leave, and (with the approval of the Provost) some personal circumstances that significantly disrupt teaching activities for an extended period.

Circumstances that do *not* extend a term appointment in the Teaching Line include pregnancy disability leave, short-term disability leave, sabbatical leave, and administrative appointments.

Further information on extensions of term appointments and the request and approval process for such extensions is available in Chapter [2.5.C.](#) and [2.5.D.](#) of the University Faculty Handbook.

3. Continuing Term Appointments

Promotion to the rank of Professor (Teaching) usually confers a continuing term, which provides security of appointment without requiring formal reappointment. Continuing term appointments may also carry certain additional benefits (e.g., enhanced housing assistance.)

As stated previously, it is the normal practice in the School of Medicine that reappointments as Associate Professor in the Teaching Line be made for a term of years. However, at the discretion of the department, and with approval by the Senior Associate Dean for Academic Affairs, reappointment as Associate Professor (Teaching) may be considered for a continuing term.

Reappointment or promotion to a continuing term presumes that the programmatic need has been firmly established. In recommending a continuing term appointment, it is particularly important to provide evidence of an established history of outstanding teaching contributions and the basis for departmental confidence in future excellence and productivity that will fulfill programmatic need.

Continuing term appointments may be terminated for just cause, or (upon proper notice) when satisfactory performance ceases or for programmatic reasons (including budgetary considerations). Although a department or school may expect a continuing programmatic need at the time of reappointment or promotion to a continuing term appointment, that need may change and, in rare cases, could lead to termination of the appointment. For example, a department or school may decide to phase out a particular area altogether, or an area may simply be scaled down, decreasing the required number of faculty. Alternatively, a department or school may decide to develop or treat an existing program in ways that may require either the reassignment of duties to another faculty line, or an appointment in a faculty line other than the Teaching Line. Other reasons may involve funding considerations.

Termination of any continuing term appointment must be discussed in advance with the Senior Associate Dean for Academic Affairs and subsequently approved by him or her in consultation with the Dean.

2.6.F. Progression through the Ranks

1. Career Trajectory

In order to be reappointed in the Teaching Line, Associate Professors should continue to make meritorious contributions to their discipline and to the School. Reflecting an upward trajectory, candidates for promotion from Associate Professor (Teaching) to Professor (Teaching) should have compiled a significant record of accomplishment since the time of the initial appointment or last reappointment and met the criteria for promotion to the higher rank.

2. Timing of the Reappointment Review

Under normal circumstances, reappointment reviews for Associate Professors and 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 for Academic Affairs, who will then need to endorse the timing of the review.

3. Timing of the Promotion Review

Associate Professors (Teaching) are normally considered for promotion to Professor (Teaching) one year in advance of the appointment end date, that is, at the beginning of the fifth year of the appointment or reappointment term. However, promotions may be initiated at any time when there is evidence that the faculty member has compiled a significant record of accomplishment since the time of the initial appointment or last reappointment and that criteria for the higher rank have been met.

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.

2.6.G. Criteria

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

The overriding requirement for faculty appointment, reappointment and promotion in the Teaching Line is excellence in teaching, broadly defined.

Faculty in the Teaching Line have a different institutional role than the Tenure Line professoriate and are evaluated (in general) by higher standards with respect to teaching, the area in which they are expected to spend a large portion of their time and effort. Typically, the prospective or current faculty member's expertise enhances or expands the academic impact of strong clinical or research programs ongoing in the School of Medicine.

Under most circumstances, it is expected that Teaching Line faculty will extend their successes at Stanford to broader regional or national audiences. For appointment or reappointment to the rank of Associate Professor, there should be evidence that candidates have attained *regional* recognition for excellence in teaching and pedagogical activities. For appointment, reappointment or promotion to the rank of Professor, there should be evidence that candidates have attained *national* recognition for excellence in teaching and pedagogical activities. Such regional or national recognition should normally be confirmed in letters from independent external referees who do not have mentoring, collaborative or other relationships with the candidate that might raise a question about objectivity.

While there is no formal research obligation, there must be acceptable performance in any research role appropriate to the programmatic need the individual is expected to fulfill. Such programmatic need (including financial viability) that contributes to the academic program of the department should be evaluated and must be established for each appointment, reappointment and promotion. Although faculty in this line are discouraged from clinical care commitments, if such activity takes place, the performance must be excellent.

2.6.H. Application of the Criteria

1. Teaching

A Teaching Line candidate should have compiled a record of excellent teaching and pedagogical contributions that clearly reveals that he or she is able to sustain a first-rate teaching program during his or her career at Stanford.

Teaching is broadly defined to include didactic teaching, advising, mentoring, program building, curricular innovation and administrative teaching leadership. Teaching may include undergraduates, graduate students, medical students, residents, postdoctoral fellows and postgraduate and continuing medical education. It is recognized that many Teaching Line faculty in clinical departments teach in small group sessions or with individual trainees.

Factors considered in assessing local teaching performance 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; ability to stimulate further education; and ability to work effectively as part of the teaching team.

As noted previously, it is expected that Teaching Line faculty will extend their successes at Stanford to broader regional or national audiences. In addition to recognition garnered from teaching and other pedagogical successes at Stanford, regional (for Associate Professors) or national (for Professors) recognition may be gained through and evidenced by such activities as leadership roles in professional societies, service on committees or commissions, authorship of authoritative textbooks, funding to support educational innovation (e.g., materials, methods, assessment tools or programs), speaking invitations, consultancies, number and placement of trainees upon whom the candidate has had a major influence, development of initiatives related to educational diversity, service on editorial boards of journals related to education, adoption by others of courses, classroom teaching methods or programs developed by the faculty member, visiting professorships, and awards for teaching or mentoring beyond the home institution.

2. Other Considerations

a. Scholarship

While there is no formal research obligation in the Teaching Line, since teaching and scholarship are closely intertwined, it is anticipated that many faculty will make scholarly contributions. In such cases, there is an expectation that candidates will be strong scholarly contributors, though not necessarily leaders in the field. Therefore, where applicable, a standard of acceptable performance should be met to complement excellence in teaching.

Written scholarship may take a wide variety of forms, including peer reviewed articles, chapters, commentaries, and case reports. Any of these types (as long as the quality is acceptable and the quantity is appropriate) may be considered sufficient evidence of scholarly work. As long as these can be objectively evaluated by persons qualified to perform such evaluations, scholarly contributions may also include teaching activities that may involve developing and implementing novel teaching methodologies for a new and innovative course, shaping a core curriculum, or creating educational software.

b. Clinical Care

The School of Medicine generally discourages significant clinical time commitments for Teaching Line faculty. However, in cases where there is such activity, the performance must be excellent.

c. Institutional Service

Faculty members in the Teaching Line are primarily assessed for reappointment and promotion on the basis of their achievements in the area of teaching, as noted above. Service (including what might be called institutional citizenship) may also be given some consideration.

d. 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 and other faculty members.

As detailed earlier in this section, application of criteria for evaluating the quality of teaching 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 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; ability to stimulate further education; and ability to work effectively as part of the teaching team.

For Teaching Line faculty who are engaged 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

The School of Medicine generally discourages significant clinical time commitments for faculty in this line. However, for Teaching Line faculty who are engaged 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.

2.6.I. Specific/Supplementary Criteria for Associate Professors

1. Appointment as Associate Professor (Teaching)

Appointment to the rank of Associate Professor (Teaching) is based upon evidence of the candidate's excellence in teaching and pedagogical contributions at another institution. There should be evidence that the candidate will make meritorious contributions to his/her discipline and to the School and be able to sustain a first-rate teaching program at Stanford. There should also be evidence that the candidate has earned regional recognition for his or her teaching and pedagogical activities. If applicable, there should be a record of acceptable scholarship and excellence in clinical care. Potential service may also be given some consideration.

The term of appointment will generally be five years and is renewable without limit.

2. Reappointment as Associate Professor (Teaching)

Associate Professors in the Teaching Line are assessed for reappointment on the basis of their performance and achievements in the area of teaching and (if applicable) scholarship and clinical care. They may be reappointed based on evidence of excellence in teaching (and, if applicable, acceptable scholarship and excellence in clinical care), 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. Regional recognition must be sustained or increased. Service (including what might be called institutional citizenship) may also be given some consideration.

The term of appointment will generally be five years and is renewable without limit. However, at the discretion of the department, and with approval by the Senior Associate Dean for Academic Affairs, such actions may be considered for a continuing term.

For the timing of reappointment consideration, see **Section 2.6.F**.

2.6.J. Specific/Supplementary Criteria for Professors (Teaching)

1. Appointment as Professor (Teaching)

Appointment as Professor (Teaching) is based upon evidence that the candidate is a nationally recognized educator whose work has made a significant impact upon his or her discipline. In general, the evidence must show that the person is recognized as one of the very best in his or her field and will successfully fill the programmatic need for which the appointment is made and make meritorious contributions to his or her discipline and the School. If applicable, there should be evidence of

acceptable performance in scholarship and excellence in clinical care. There should also be evidence that the candidate has earned national recognition for his or her teaching and pedagogical activities. Service may also be given some consideration.

The term of appointment will generally be for five years.

2. Reappointment as Professor (Teaching)

Reappointment as Professor (Teaching) is based upon evidence of continuing excellence in teaching and (if applicable) acceptable scholarship and excellence in clinical care. National recognition should be sustained or increased.

Reappointment is for a continuing term. However, at the discretion of the department, and with approval by the Senior Associate Dean for Academic Affairs, such actions may be considered for a term of years.

For the timing of reappointment consideration, see **Section 2.6.F**.

3. Promotion to Professor (Teaching)

For Associate Professors in the Teaching Line, promotion to Professor (Teaching) should reflect continuing excellence in teaching and (if applicable) acceptable scholarship and excellence in clinical care. Service (including what might be called institutional citizenship) may also be given some consideration.

In order to be promoted to Professor (Teaching), a faculty member should have compiled a significant record of accomplishment since appointment or last reappointment as Associate Professor. In general, the evidence must show that the person being proposed for promotion is nationally recognized as an educator who is one of the very best in his or her field, will successfully continue to fill the current programmatic needs of the department and will make meritorious contributions to her or her discipline and to the School.

Promotion is for a continuing term. However, at the discretion of the department, and with approval by the Senior Associate Dean for Academic Affairs, such actions may be considered for a term of years.

For the timing of promotion consideration, see **Section 2.6.F**.