

West Virginia University School of Public Health

Guidelines for Faculty Appointment, Promotion and Tenure

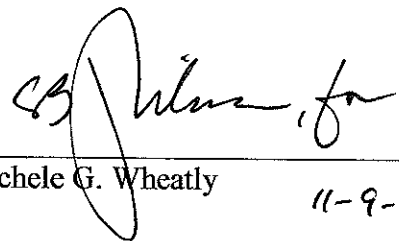
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West Virginia University School of Public Health (SPH) Guidelines for Faculty Appointment, Promotion and Tenure

General Statement

These guidelines for the SPH supplement the West Virginia University guidelines for promotion and tenure, and specify more precisely some requirements and definitions relevant for SPH faculty. The guidelines also explain the conditions of the various tracks. All policies are in accordance with general university policies, except where differences have been approved by the President of West Virginia University or his designee. This document will take effect for all School of Public Health faculty upon approval by a majority of the faculty of the School of Public Health, the Dean of the School of Public Health, and the Chancellor for Health Sciences.

WVU faculty personnel actions are governed by policies of the West Virginia University Board of Governors. The Board delegates responsibility for specific decisions and implementation to the President of West Virginia University or his designee. Sources for detailed information regarding Appointment, Evaluation, Promotion and Tenure of Faculty are the West Virginia University Board of Governors Policy 2, the WVU Faculty Handbook (current edition), and particularly the current version of *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* (distributed annually to all WVU faculty members). The current version appears as *Appendix I* of this document. These documents collectively provide the personnel action information essential for Chairs, departmental Promotions and Tenure Committees, and individual faculty members. Some additional procedural suggestions, clarifications and definitions for SPH chairs and faculty are provided in *Appendix II*.

Clear written guidelines with stated expectations for faculty performance, and reliable and fair Promotion and Tenure processes promote SPH and individual department success and effective faculty development, evaluation, retention, and promotion. Evaluations generated by Promotion and Tenure Committees can be used for:

- Faculty development (e.g., performance feedback, identification of strengths, and specific needs for improvement and development).
- Faculty assessment (e.g., recognition of outstanding performance, promotion, retention, merit, and incentive decisions).
- SPH maintenance functions (e.g., planning, identification, and assessment of goals; determining future development needs).
- Documentation (e.g., documentation of faculty personnel actions).

The process of faculty evaluation for the SPH generally follows the process outlined by the University, including annual evaluation, evaluation for promotion in rank, and evaluation of tenure-track faculty for award of tenure. Responsibility for the evaluation process is shared:

- Each faculty member has primary responsibility for documentation and presentation of her/his work, following formats established by the SPH Promotion and Tenure Committee.
- Initial evaluation and review at the department/division level is by a committee of faculty peers, and by the committee Chairperson. WVU rules permit a "small school" approach; one committee with representatives from each department will carry out the committee function within the SPH.

- The SPH Committee and departmental chairs are responsible for reviewing the University's written guidelines for "unsatisfactory," "satisfactory," "good," and "excellent" contributions. They should consider how to apply these equitably when reviewing faculty performance.
- Chairs also evaluate each faculty within a department. This review occurs after the committee review. In addition, chairs provide annual goals, in consultation with the faculty member, and the committee acknowledges and evaluates progress toward these goals in the next annual review. In cases where the faculty member is affiliated with a multidisciplinary research center, the department chair should consult with the center director about faculty performance and incorporate the feedback into the annual chair letter. Subsequently, for any action other than continuation, recommendations of these reviewers are considered by the Dean (or his designated Associate Dean), then by the Chancellor for Health Sciences.
- SPH decisions are reviewed by the Chancellor for Health Sciences.

Faculty effort is allocated to the three missions of the SPH, which are education, research/scholarship, and service. The resultant outcomes in each mission are evaluated annually. General definitions of instruction, research and service are provided by the *WVU Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*. Activities of SPH faculty are sufficiently diverse as to require several appointment tracks as well as some expansion, definition and clarification of requirements for promotion and tenure within each of these tracks. These multiple appointment tracks within the School of Public Health should be recognized as parallel tracks without implied or intended hierarchy.

General Policies

The following important policies, consistent with the *WVU Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*, apply to all promotion and tenure actions in the School of Public Health and are reprinted here for emphasis:

1. Each department, division, and/or program Chairperson has responsibility for determining for each faculty member (with personal consultation) his/her instruction, research, and service assignments at the time of appointment and annually thereafter. Personnel files must reflect these assignments and the resultant achievement of the faculty member in the various areas at the time of each annual review. Each faculty member is responsible for providing information annually to update the personnel file in accordance with University guidelines and SPH committee timelines and formats.
2. Promotions will be based primarily on achievement since the previous promotion (or appointment).
3. A faculty member whose application for promotion is unsuccessful (not including faculty in the tenure track seeking tenure) must wait at least one full year after the decision is rendered before submitting another application.
4. The interval between promotions is generally five years. However, specific exceptions and options are described in the guidelines.

General Guidelines for all SPH Faculty Tracks

- Outcomes should reflect effort allocation (i.e., there are higher expectations for performance in a mission when more time is devoted to it). Individuals in the non-tenure tracks have full voting rights in their respective departments and in the School of Public Health and are eligible for

appointment to any administrative office in the School, including appointment to the Promotion and Tenure Committee, or as Department Chairperson and Dean. Non-tenure track faculty have all rights and privileges of academic freedom and responsibility.

- Effort allocations and specific goals and criteria defined by chairs in consultation with individual faculty members will be reviewed and/or revised on a yearly basis. They are also intended to be used flexibly as general guidelines and should not be viewed as absolute or rigid.
- The terms "*significant contribution*" and "*reasonable contribution*" have precise meanings in context of outcome evaluation. See *WVU Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* for definitions.
- Board certification is generally considered to be by an American Specialty Board for physicians or osteopathic physicians.
- Maintenance of board certification is necessary for continuation in a clinical track appointment.
- Faculty holding MD or DO degrees who do not practice clinical medicine must be appointed into the appropriate track for assigned duties and should be compensated using the benchmarks for that track.
- Compensation strategy is per school guidelines.
- Scholarship is generally peer-reviewed and in the public domain. Other types of scholarship such as patents and public policy papers commissioned by prominent groups may be considered at the discretion of the SPH Promotion and Tenure Committee.
- A faculty member in the non-tenure tracks may switch tracks once within each ten-year period, provided they meet the requirements for the new track, and only with written approval of the Chair, the Dean, and the Chancellor for Health Sciences (with input as necessary from the School of Public Health Promotion and Tenure Committee).
- The guidelines for promotion to the next rank (and tenure as applicable) for the track in which a faculty member is appointed should be clearly specified in the letter of offer. This letter should be referenced during the faculty evaluation process by the School of Public Health Promotion and Tenure Committee and the Dean. Outreach activities should be reviewed under the appropriate area (such as service, including clinical service).
- The interval between promotions will ordinarily be at least five years, unless otherwise specified on contracts or other documents. (For example, previous time in rank can be accounted at chair and dean discretion. In addition, new faculty in the Health Sciences Center who arrive in mid-academic year may choose between two possible years, and new faculty have one year from the time of their employment to ask their chair and dean for permission to be reviewed one year earlier.) The School of Public Health is therefore willing to recognize extraordinary contributions with credit toward tenure, as discussed above. There are two applicable situations: credit up to three years of service at rank at another institution, or requesting during the second year to have the critical year moved up to the fifth year. Also, faculty may apply early for promotion when they have met the criteria.

Tenure-track additional guidelines

- Faculty members in the tenure track are usually appointed without tenure, although appointment with tenure is possible. The *WVU Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* document identifies conditions for such exceptions.
- Tenure-track/Scientist faculty ordinarily have an independent, extramurally funded research program as Principal Investigator with appropriate salary coverage for effort allocation, direct, and indirect costs. The standard is a sustained record of 25% or higher external funding, including as PI, but also including funding as a Co-PI and/or Co-I. Sole exceptions are biostatisticians, health economists, bioinformaticists, clinical informaticists, and other methodologists whose external funding primarily derives from their supporting role as co-investigators. Such faculty who are accorded this privilege, however, must meet a higher metric for percentage of salary covered by external funding (unless other duties with specific funding are assigned by chair or dean). Their standard is 50% or greater external funding.
- All tenure-track/Scientist faculty must also document substantial educational effort and significant contributions in research in order to be tenured and promoted.
- All tenure-track/Scientist faculty must have evaluations of research by reviewers from outside West Virginia University for promotion to associate professor and tenure and promotion to full professor.
- A non-tenured faculty member in a tenure track may switch tracks with written approval of the Chair, the Dean, and the Chancellor for Health Sciences (with input as necessary from the SPH Promotion and Tenure Committee) at the beginning of any year except the critical year and prior year.
- Tenured faculty may switch to a non-tenure track by surrendering tenure with written approval of the Chair, the Dean, and the Chancellor for Health Sciences.
- The tenure process may be extended for family and/or medical leave or other extraordinary circumstances as per WVU institutional tenure guidelines and BOG Policy so that the critical year may be later than the sixth year. This must be approved by the Chair, the Dean, and the Chancellor for Health Sciences in one-year increments.
- Tenure-track faculty are expected to be primary classroom educators and student mentors, and to demonstrate commitment to and excellence in instruction. There are four separate tenure tracks, a scientist track, scientist-collaborator track, clinical scientist track, and an educator-scientist track. These tracks are distinguished by differential expectations and weight accorded research, instruction/mentoring, and clinical services.

Specialty Track additional guidelines

- Specialty track faculty members are expected to make significant contributions in one mission of the School of Public Health. (They may make additional contributions, depending upon funding and chair goals letters. The requirements for promotion and retention engage one mission.)

- Promotion guidelines are similar to those for the tenure track but place heavy emphasis on quality as well as productivity/funding in the mission of interest.
- Faculty members in the research or service track must have evaluations of research or service, as appropriate, by reviewers from outside West Virginia University for promotion to the next rank. Under WVU guidelines, “service” in this context means service to the state and/or region, not service to WVU.

General Definitions

Education:

All faculty (except those in the research and service specialty tracks) should have substantial involvement in educational programs, such as designing, instructing in, and evaluating educational programs and participating in department educational activities including committees.

Education involves the dissemination of knowledge and the stimulation of critical thinking. Education includes not only traditional modes of instruction such as the classroom lecture, but also mentoring and precepting students, fellows, and faculty, on-line and distance education, clinical, laboratory, and practicum instruction; thesis and dissertation direction; facilitation of group learning; evaluation and critique of student self-directed learning; participation in various forums for continuing education, patient education, and non-traditional instruction; presentations in seminars, Grand Rounds and conferences; and advising. Outreach educational activities such as on-line education or instruction outside of the SPH facility as part of job duties should be evaluated as part of the educational outcomes.

Research/Scholarly Activity:

Research involves the creation and synthesis of knowledge, the creation of new approaches to understanding and explaining phenomena, the development of new insights, the critical appraisal of the past, and the application of knowledge and expertise to address needs in society and in the profession. Research may be discipline-focused and individual, or interdisciplinary and collaborative. Both research/scholarship productivity and excellence are expected. Scholarship may include scholarship in traditional research activities, education, and service, and must be peer-reviewed and in the public domain.

Some examples of scholarship include peer-reviewed articles in journals or conference proceedings, books and book chapters, patents, research-based educational media materials (for example, simulations, tutorials, etc.), developing new academic programs, receiving external grants or contracts for research as a result of written proposals, receiving research awards, and research-based development of software and other products that have a broad impact.

Educational scholarship includes contributions to the educational community to advance knowledge in the field. Some examples of educational products include: interactive learning exercises, electronically viewable sets with speaker notes, case studies, and new models and strategies for education. In order to be considered as peer-reviewed, these should be included in peer-reviewed venues or repositories, be evaluated from conference proceedings, education awards, be referenced in peer-reviewed materials, and show how adoption by other faculty including descriptions of how the product has been used and built upon.

Service

1. Administrative service

- a. **Institutional service** includes intramural committee and administrative work critical to the functioning of the SPH, Health Sciences Center, affiliated hospitals, and the University. Examples are serving on an Admissions or Curriculum Committee and many Chair or Center Director responsibilities.
 - b. **Professionally oriented community and/or extramural service** includes activities in which a faculty member serves as a representative of the University in a professional capacity, such as serving as members or officers in state or national public health organizations or professional societies or other service-related organizations or committees; grant and manuscript reviewers; members of test committees for professional certification; and participation in state, regional, national, and international science/public health or public health-related conferences. Outreach activities, including educational activities, within the state on behalf of the SPH should be evaluated as part of administrative service. Civic club activities, hobbies, sports, or non-professional interests are not considered criteria for promotion.
2. **Clinical service** includes all professional activities directly and indirectly related to patient or client care. Significant contributions in clinical service should include evaluation of productivity such as WVU Healthcare targets for most specialties or other appropriate measures, and quality as defined by specific quality parameters for a given specialty. Outreach clinical service provided outside of the SPH should be reviewed as part of the clinical service evaluation.

Evidence of a National/International Reputation

Evidence of a national/international reputation includes invitations to edit or review for national/international journals; invited service on national/international research advisory or review panels; election to office in national/international professional academic organizations; serving as a consultant to national/international agencies; and invitations to give state-of-the-art lectures at national/international meetings, to organize symposia, and/or to serve as moderator or session chair at national/international scientific meetings.

Joint Appointments Involving School of Public Health Faculty

Joint appointments, usually at the same rank, are restricted to individuals who make major contributions to two or more departments. Faculty with joint appointments must be evaluated annually by both (all) departments where they are appointed. Chairs may use input from Center Directors in their evaluations. At an annual meeting of the joint appointee and the two (or more) chairs involved, expectations (time devoted to research, service, and instruction in each department) of the faculty member should be defined and documented. Participants should also review annually the appropriateness of continuing the joint appointment. The outcome of this annual conference must be a part of the faculty member's permanent personnel record.

Initiation of required tenure and promotion recommendations will be the responsibility of the department where the faculty member holds primary appointment (and where the majority of assigned duties are performed). The secondary department(s) must be involved by including their evaluation(s) as a part of the faculty person's regular personnel file. Ideally, recommendations for promotion/tenure actions will be the same from all departments. A request for a discretionary promotion is the responsibility of the faculty member.

Policies and Procedures for Changing Faculty Appointment Track

Chairs and deans should carefully consider the most appropriate track for appointing new faculty members. Individuals who decide that their initial choice of appointment track was inappropriate will be

permitted the opportunity to request a change of tracks once within a ten-year period. The Chair and the Dean must both evaluate and accept this request depending upon faculty achievement in the domains appropriate to the request, as well as the needs of the department and school.

To do so, faculty must meet the following requirements:

1. Meet all criteria for appointment (at rank) to the other track.
2. The action must be approved in writing by the appropriate Departmental Chair (for joint appointees, relevant Chairs must agree), the Dean, and the Chancellor for Health Sciences. Input from the School of Public Health Promotion and Tenure Committee may be requested as needed.
3. The request must be initiated, considered and approved before the annual review deadline for documentation (of a particular annual review cycle) if a faculty member is to be considered for a promotion or tenure decision. Following a change in tracks, faculty must be in their new track for two years before being considered for promotion.
4. Should a faculty member switch to the tenure track, the probationary period for the awarding of tenure will begin at the time the tenure track position is assumed, normally the beginning of the next contract year. Years spent in a non-tenure track will not be included as part of the probationary period in the tenure track unless specifically requested and approved. Up to three years' credit for prior experience, including time spent in a non-tenure track, may be requested during the first year of appointment to a tenure track position as approved by the Department Chair, the Dean, and the Chancellor for Health Sciences, as described in the West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure, Section IV, "With Credit."

Overview of Tracks, Criteria and Guidelines for Promotion (and tenure when applicable)

Scientist and Scientist Collaborator Tracks

Scientist and Scientist Collaborator Tracks (Tenure-Earning)		
Track names	Scientist	Scientist Collaborator
Tenure status	Tenure earning	Tenure earning
Eligibility and effort allocation	PhD faculty or non-clinical MD/DO faculty with primary research appointments 70%+ research 25%+ education	PhD or non-clinical MD/DO faculty with primary research appointments 70%+research delineated by type: -50%+ collaborative -20%+ independent (while independent publications are expected, funding may include a PI effort) 25%+ education
Compensation strategy	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base and incentive based on research metrics • Benchmark to appropriate benchmarks • Physicians in this track are paid at educational and not clinical benchmarks for rank 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base and incentive based on educational excellence • Align to appropriate benchmarks • Productivity benchmarks may include Co-I efforts and some contract efforts. • Physicians in this track are paid at educational and not clinical benchmarks for rank

	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	N/A	N/A
	Appointment to Assistant Professor	Appointment to Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Terminal degree • Significant contributions or potential in research and education • Reasonable contributions or potential in service • Proven accomplishments in at least one of the areas of instruction, research, or service 	<ul style="list-style-type: none"> • Terminal degree • Significant contributions or potential in research and education • Reasonable contributions or potential in service • Proven accomplishments in at least one of the areas of instruction, research, or service
Specific guidelines	N/A	N/A
	Appointment/Promotion to Associate Professor and Tenure	Appointment/Promotion to Associate Professor and Tenure
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research and education • Reasonable contributions in service 	<ul style="list-style-type: none"> • Significant contributions in research and education • Reasonable contributions in service
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> • An independent research program with extramural funding as PI • High-quality, peer-reviewed extramural funding, covering $\geq 25\%$ salary based on the NIH salary cap) and appropriate direct and indirect costs • A sustained high-quality publication record. There is no absolute number of papers expected, and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general guideline, approximately 12 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution; usually such senior authors are listed as the corresponding author, last author, or second author in manuscripts). • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees 	<p>Research</p> <ul style="list-style-type: none"> • An independent research portfolio in his/her area of expertise, not necessarily dependent on funding • High-quality, external funding at the Co-I level at a minimum, covering $\geq 50\%$ salary (based on the NIH salary cap) and appropriate direct and indirect costs • A sustained high-quality publication record. There is no absolute number of papers expected and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general and not absolute guideline, approximately 12 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). • At least three should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios

	<ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of instructional effectiveness • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • <u>Service on departmental, school and institutional, committees</u> • Service to West Virginia 	<p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Service to West Virginia
	Appointment/Promotion to Professor	Appointment/Promotion to Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation • Long-standing record of significant contributions to research and education • Reasonable contributions to service • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation as an educator in a public health or other pertinent health-related field • Long-standing record of significant contributions to research, education, and service • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> • Instructing, speaking or moderating at national/international meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national/ international advisory committees • Service on grant study sections • Serving as a consultant to national/ international agencies • Election to office in a national/ international professional academic organization <p>Research</p> <ul style="list-style-type: none"> • A long-standing record of an independent research program with extramural federal funding as PI Sustained, high-quality, peer-reviewed extramural funding, with a PI effort and minimum of 25% salary (based on the NIH salary cap) support that is commensurate with research allocation. • A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations). • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution; usually such senior authors are listed as the corresponding author, last 	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> • Instructing, speaking or moderating at national/ international meetings • Leadership in national/international organizations • Service on editorial boards or specialty boards • Serving on national/international advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies • Election to office in national/international professional academic organizations <p>Research</p> <ul style="list-style-type: none"> • A long-standing record of an independent research portfolio in his/her area of expertise, not necessarily dependent on funding • High-quality, peer-reviewed external funding at the Co-I level at a minimum, covering $\geq 50\%$ salary (based on the NIH salary cap) and appropriate direct and indirect costs • A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations). • At least eight of the publications should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in

	<p>author, or second author in manuscripts).</p> <ul style="list-style-type: none"> • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Educational portfolios <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, HSC or institutional committees • Service to West Virginia • Regional, national, and international service 	<p>departmental educational activities including committees</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, school and institutional committees • Service to West Virginia • Regional, national, and international service
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Scientist Educator Track

Track names	Scientist Educator
Tenure status	Non-Tenure earning Term appointments Limited numbers
Eligibility and effort allocation	PhD or non-clinical MD/DO faculty with major efforts in education only 80%+ Education
Compensation strategy	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base and incentive based on educational excellence • Benchmark to appropriate benchmarks • Physicians in this track are paid at educational and not clinical benchmarks for rank
	Appointment to Scientist Educator: Instructor
Criteria for appointment	<ul style="list-style-type: none"> • Master's degree • Board eligibility if appropriate • Potential for significant contributions in education and service and reasonable contributions in scholarship
	Appointment/Promotion to Scientist Educator: Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Master's or terminal degree and experience • Board certification if appropriate • Significant contributions or potential in education and service • Reasonable contributions or potential in scholarship • Proven accomplishments in at least one of the areas of education, research, or service
Specific guidelines	<p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics • Development of new and/or on-line courses or educational programs

	<ul style="list-style-type: none"> • Student/peer evaluations • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc. • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • Keeping current in field or specialty
	Appointment/Promotion to Scientist Educator: Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Terminal degree • Significant contributions in education and service (may include clinical service as appropriate) • Reasonable contributions in scholarship • Maintenance of specialty certification if appropriate
Specific guidelines	<p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics. • Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc. • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • ≥ 3 publications since appointment and/or promotion
	Appointment/Promotion to Scientist Educator: Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Maintenance of specialty certification if appropriate • Substantial evidence of national/international reputation as a medical educator • Long-standing record of significant contributions to education and service (may include clinical service as appropriate) • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> • Instruction, speaking or moderating at national/ international meetings • Leadership in national/international organizations • Service on editorial boards or specialty boards • Serving on national/international advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies • Election to office in national/international professional academic organizations

	<p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Other evaluation of educational effectiveness as above • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, school and institutional committees • Leadership of committees and processes devoted to accreditation, curriculum and certification, etc • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • Sustained publication record (such as 5 or more additional high quality publications) since promotion or appointment
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Professional Programs Tracks

Professional Programs Tracks (Tenure and Non-Tenure)		
Track names	Health Sciences Educator-Scientist	Clinical/Health Sciences Educator
Tenure status	Tenure earning	Non-Tenure earning
Eligibility and effort allocation	<ul style="list-style-type: none"> • Faculty with terminal degrees within professional programs who do funded research for < 30% of effort and significant (such as 60%) education and also service to education. 	<ul style="list-style-type: none"> • SPH faculty with baccalaureate, masters, terminal degrees (including physicians whose major efforts are in education only) • Significant contributions in education and service • Reasonable contributions in research/scholarship
Compensation strategy	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base, supplement and incentive based on research metrics • Benchmark to appropriate professional benchmarks 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base and incentive based on educational excellence • Benchmark to appropriate professional benchmarks • Physicians in this track are paid at education and not clinical benchmarks for rank
	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	N/A	<ul style="list-style-type: none"> • Entry-level professional programs with baccalaureate or masters degree • Individuals should hold appropriate State licensure or certification for their field if appropriate • Potential for demonstrating significant contributions in education, service, or research
	Appointment to Assistant Professor	Appointment/Promotion to Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Terminal degree • Significant contributions or potential in research and education, including service to education such as advising and accreditation. • Reasonable contributions or potential in service 	<ul style="list-style-type: none"> • Masters degree or appropriate degree • Significant contributions or potential in education and service to education. • Reasonable contributions or potential in scholarship

Specific guidelines	N/A	<p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Service to West Virginia • Regional, national, and international service <p>Education</p> <ul style="list-style-type: none"> • Master's degree in appropriate field • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators <p>Scholarship</p> <ul style="list-style-type: none"> • Development of new educational materials • Development of new and/or on-line courses or educational programs, or innovative approaches to accreditation, which can be publicly posted or peer-reviewed and disseminated.
	Appointment/Promotion to Associate Professor and Tenure	Appointment/Promotion to Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research and education • Reasonable contributions in service 	<ul style="list-style-type: none"> • Masters degree or appropriate degree • Significant contributions in education and service • Reasonable contributions in scholarship
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> • A research program, with co-investigator extramural funding (we are open to PI funding), commensurate with effort allocation. • \geq five peer-reviewed publications since appointment • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs • Other evaluations of educational 	<p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc. • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Master's degree in appropriate field for professional programs • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Education awards • Education portfolios <p>Clinical</p>

	<p>effectiveness</p> <ul style="list-style-type: none"> • Education awards • Education portfolios • Scholarship in creating new course material, new courses, new methods of instruction. <p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional, committees • Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc. • Substantial assistance with advising, curriculum mapping, and accreditation • Service to West Virginia • Regional and national service 	<ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators <p>Scholarship</p> <ul style="list-style-type: none"> • three or more publications since appointment and/or promotion
	Appointment/Promotion to Professor	Appointment/Promotion to Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Substantial evidence of national reputation • Long-standing record of significant contributions in research and education • Reasonable contributions in service • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • A terminal degree • Maintenance of specialty certification if appropriate • Substantial evidence of national reputation • Long-standing record of significant contributions in education and service • Reasonable contributions in scholarship • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Leadership in national professional organizations • Instructing, speaking or moderating at national meetings • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections <ul style="list-style-type: none"> • Serving as a consultant to national agencies. • Election to office in national professional academic organizations • (There is no bar to additional international service/reputation, but it is not required.) <p>Research</p> <ul style="list-style-type: none"> • A record of an independent research program with some participation in funded research, which can be as Co-I, commensurate with effort allocation • Sustained publication record (such as five or more additional peer-reviewed publications) since last promotion or appointment. 	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Leadership in national professional organizations • Instruction, speaking or moderating at national meetings • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections • Serving as a consultant to national agencies • Election to office in national professional academic organizations <p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership on departmental, school and institutional committees • Leadership of committees and processes devoted to accreditation, curriculum and certification, etc. • Service to West Virginia • Regional and national service <p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs • Development of new and/or on-line courses or educational programs • Student/peer evaluations

<ul style="list-style-type: none"> • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, accrediting, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios • Instruction, speaking or moderating at national meetings <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, HSC or institutional committees • Leadership in educational committees devoted to accreditation, curriculum, certification, etc. • Service to West Virginia • Regional and national service 	<ul style="list-style-type: none"> • Other evaluation of educational effectiveness • Education awards • Education portfolios <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators <p>Scholarship</p> <ul style="list-style-type: none"> • Sustained publication record (such as five or more additional high quality publications) since promotion or appointment
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Clinical Tracks

Track names	Clinician Tracks (Tenure and Non-Tenure)		
	Clinician	Clinical Educator	Clinical Scientist
Tenure status	Non-Tenure earning	Non-Tenure earning	Tenure earning
Eligibility and effort allocation	<ul style="list-style-type: none"> • MD/DO or clinical PhD or equivalent • 90%+ clinical • Educational efforts are for precepting medical students and residents, and service 	<ul style="list-style-type: none"> • MD/DO or clinical PhD or equivalent • Approximately 50-75% clinical, 25-50% education • May include course directors, resident program directors, and those with other significant educational and scholarship activities 	<ul style="list-style-type: none"> • MD/DO or clinical PhD or equivalent • 50%+ research • 40-50% clinical service and education
Compensation strategy	<ul style="list-style-type: none"> • Not based on academic rank • Use school and departmental policies with base, supplement and incentive • Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base, supplement and incentive based on clinical productivity and educational excellence with guidelines • Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base, supplement and incentive based on clinical productivity and research metrics • Benchmark to appropriate benchmarks
	Appointment to Instructor	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	<ul style="list-style-type: none"> • Chief residents, clinical fellows 	<ul style="list-style-type: none"> • Chief residents, clinical fellows 	<ul style="list-style-type: none"> • N/A

	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Potential for success in service, education, and research • Viewed as a temporary position 	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Potential for success in service, education, and research • Viewed as a temporary position 	
	Appointment/Promotion to Assistant Professor	Appointment/Promotion to Assistant Professor	Appointment to Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Significant contributions or potential in service (including clinical service) and education • Reasonable contributions or potential in scholarship • Proven accomplishments in at least one of the areas of education, service, or research 	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Significant contributions or potential in service (including clinical service) and education • Reasonable contributions or potential in scholarship • Proven accomplishments in at least one of the areas of education, service, or research 	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Potential for significant contributions in two areas: research and service (including clinical service) • Reasonable contributions or potential in education • Proven accomplishments in at least one of the areas of education, service, or research
Specific guidelines	<p>Service Clinical</p> <ul style="list-style-type: none"> • Board eligibility • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, institutional, hospital committees • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • Development of new educational materials for clinical education 	<p>Service Clinical</p> <ul style="list-style-type: none"> • Board eligibility • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, institutional, hospital committees • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • Development of new educational materials for clinical education 	N/A
	Appointment/Promotion to Associate Professor	Appointment/Promotion to Associate Professor	Appointment/Promotion to Associate Professor and Tenure
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Board certification • Significant contributions in service (including clinical 	<ul style="list-style-type: none"> • Board certification • Significant contributions in education and service 	<ul style="list-style-type: none"> • Board certification • Significant contributions in research and service (including

	<p>service) and education (mentoring excellence to med students and residents)</p> <ul style="list-style-type: none"> Reasonable contributions in scholarship 	<p>(including clinical service)</p> <ul style="list-style-type: none"> Reasonable contributions in scholarship 	<p>clinical service)</p> <ul style="list-style-type: none"> Reasonable contributions in education
Specific guidelines	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> Board certification Meeting or exceeding targets based on % effort allocation Meeting or exceeding clinical service quality indicators Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Participation in regional/state/national medical or society organizations Participation in committees devoted to clinical quality, outcomes, processes, etc. Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> Student/peer evaluations Other evaluations of educational effectiveness Education awards Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> ≥ 3 papers since appointment 	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> Board certification Meeting or exceeding targets based on % effort allocation Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc. Participation in regional/state/national medical or society organizations Participation in committees devoted to clinical quality, outcomes, processes, etc. Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> Significant contributions to UME, GME, CME (such as instruction in national meetings/societies) Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs Development of new and/or on-line courses or educational programs Student/peer evaluations Education awards Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> Approximately 10 	<p>Research</p> <ul style="list-style-type: none"> An independent research program with extramural federal funding as PI High-quality extramural funding, covering ≥ 25% salary (based on the NIH salary cap) and appropriate direct and indirect costs A sustained high-quality publication record. There is no absolute number of papers expected and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general and not an absolute guideline, approximately 12 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). Appropriate quality of research work as documented by outside reviews <p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> Board certification Meeting or exceeding targets based on % effort allocation Meeting or exceeding clinical service quality indicators Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Participation in regional/state/national medical or society organizations Service to West Virginia Regional, national, and

		publications since appointment depending upon quality, such as journal impact factor and external citations	international service Education <ul style="list-style-type: none"> • Student/peer evaluations • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics • Other evaluations of educational effectiveness • Education awards • Education portfolios
	Appointment/Promotion to Professor	Appointment/Promotion to Professor	Appointment/Promotion to Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties • Substantial evidence of national/international reputation in clinical specialty • Long-standing record of significant contributions to education and service (including clinical service) • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties • Substantial evidence of national/international reputation in either education and/or clinical specialty • Long-standing record of significant contributions to education and service (including clinical service) • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties • Substantial evidence of national/international reputation in clinical specialty • Long-standing record of significant contributions to research and service (including clinical service) • Reasonable contributions to education. • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • State-wide or national referrals • Instruction, speaking or moderating at national meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections • Serving as a consultant to national agencies. • Election to office in national professional academic organizations <p>Service Clinical</p> <ul style="list-style-type: none"> • Board certification or 	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Statewide or national referrals • Instruction, speaking or moderating at national meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national/international advisory committees • Service on grant study sections • Serving as a consultant to national agencies • Election to office in national professional academic organizations <p>Service Clinical</p>	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Statewide or national referrals • Instruction, speaking or moderating at national meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national/ international advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies. • Election to office in national/international professional academic organizations <p>Research</p> <ul style="list-style-type: none"> • A long-standing record of an independent research program with extramural federal funding as PI • Sustained, high-quality, peer-

	<p>discipline equivalent</p> <ul style="list-style-type: none"> • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators • Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership in departmental, institutional, hospital committees • Leadership in committees devoted to clinical quality and processes • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • A sustained publication record (such as five additional papers) since promotion or appointment. 	<ul style="list-style-type: none"> • Board certification or discipline equivalent • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership on departmental, institutional, hospital committees • Leadership of committees for accreditation, curriculum and certification processes • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • A sustained publication record (such as 10 additional high quality publications) since promotion or appointment. 	<p>reviewed extramural funding with a minimum of 30% salary support (based on the NIH salary cap) that is commensurate with research allocation</p> <ul style="list-style-type: none"> • A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations). • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews <p>Service Clinical</p> <ul style="list-style-type: none"> • Board certification or discipline equivalent • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators • Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership on departmental, institutional, hospital committees • Service to West Virginia • Regional, national, and international service <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics • Other evaluations of educational effectiveness • Education awards • Education portfolios
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Specialty Track (non-tenure)

The specialty tracks accommodate the few faculty who contribute substantially to the mission of the SPH, but whose assigned duties do not fit within the other tracks. These faculty members often hold positions whose duration is constrained, determined or limited by (a) specific source(s) of funding for the position, or by (b) very specific, often time-limited, needs of a particular unit. Specialty track appointments are not tenure-earning and are only for the periods and purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Scholarship must be demonstrated by faculty members in the Specialty Track in order for promotion in rank to occur.

These faculty members may have only one area of significant contributions, or their assignments preclude promotion in another track; this must be indicated in the letter of appointment. The offer letter and subsequent annual reviews must address the requirements for the position and specific expectations for promotion. Prior to appointment, the offer letter should be reviewed carefully by an appropriate official (such as the Dean or a designated Associate Dean).

A faculty member cannot switch to or from a specialty track from a tenure track or non-tenure track except in extraordinary circumstances. Such an exceptional request must be approved by the Chair, the Dean, and the Chancellor for Health Sciences, and must represent a distinct change of direction of the career of that faculty member. Such a change should never replace an open, competitive search for new faculty members.

Lecturer (Non-tenure)

This is a part-time position with a primary mission to contribute to educational programs of the School of Public Health. Assignments and expectations for continuation and promotion should be detailed in the letter of appointment and in subsequent annual reviews. Appointments for part-time non-benefits eligible faculty can be renewed indefinitely.

Specialty Tracks (non-tenure)

Track names	Research	Service	Lecturer
Eligibility and effort allocation	95%+ research Support is generally from non-state funding sources; limitations of funding may preclude continuation or promotion.	95%+% service Support is generally from non-state funding sources; limitations of funding may preclude continuation or promotion.	95%+education Part-time faculty with a primary mission to contribute to the educational programs of the School of Public Health
Compensation strategy	<ul style="list-style-type: none"> • Use school and departmental policies • Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> • Use school and departmental policies • Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> • Use school and departmental policies • Benchmark to appropriate benchmarks
	Appointment to Research Instructor	Appointment to Instructor (Service)	Appointment to Lecturer
Criteria for appointment	<ul style="list-style-type: none"> • Viewed as a temporary position • For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor. 	<ul style="list-style-type: none"> • Viewed as a temporary position • For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor 	<ul style="list-style-type: none"> • Appropriate degree and experience • Potential for significant contributions in education • Assignments and expectations as outlined in the letter of offer

	<ul style="list-style-type: none"> Potential for success in research 	<ul style="list-style-type: none"> Potential for success in service 	
	Appointment/Promotion to Research Assistant Professor	Appointment/Promotion to Assistant Professor (Service)	
Criteria for appointment or promotion	<ul style="list-style-type: none"> Appropriate degree and experience Potential for significant contributions in research 	<ul style="list-style-type: none"> Appropriate degree and experience including postdoctoral or board eligibility or discipline-specific equivalent as required for the position Potential for significant contributions in service 	
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> Proven accomplishments and outstanding potential to make significant contributions in research 	<p>Service</p> <ul style="list-style-type: none"> Proven accomplishments and outstanding potential to make significant contributions in service 	
	Appointment/Promotion to Research Associate Professor	Appointment/Promotion to Associate Professor (Service)	Appointment/Promotion to Senior lecturer
Criteria for appointment or promotion	Significant contributions in research	Significant contributions in service	Significant contributions in education
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> Participate in a research program with extramural federal funding, as PI or co-PI Appropriate quality of research documented by outside reviews 100 % salary coverage with appropriate direct and indirect expenses A sustained high-quality publication record. There is no absolute number of papers expected and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general and not an absolute guideline, approximately 10 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). At least half of these should be as first author (indicating 	<p>Service</p> <ul style="list-style-type: none"> Service contracts/grants with extramural funding as PI or co-PI Appropriate quality of service documented by outside reviews 100% salary coverage with appropriate direct and indirect expenses ≥ five peer-reviewed publications in high-quality journals since appointment 	<p>Education</p> <ul style="list-style-type: none"> Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities Student/peer evaluations Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs Other evaluations of educational effectiveness Education awards Education portfolios Scholarship in creating new course material, new courses, new methods of instruction. <p>Service</p> <ul style="list-style-type: none"> Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.

	lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution).		
	Appointment/Promotion to Research Professor	Appointment/Promotion to Professor (Service)	N/A
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation in research • Long-standing record of significant contributions to research • Record of sustained scholarly achievement. 	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation in service • Long-standing record of significant contributions to service. • Record of sustained scholarly achievement 	
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Instruction, speaking or moderating at national meetings • Leadership in national professional organizations • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies. • Election to office in national/international professional academic organizations <p>Research</p> <ul style="list-style-type: none"> • Research program with extramural federal funding as PI or co-PI • 95% salary coverage with appropriate direct and indirect expenses • Appropriate quality of research work as documented by outside reviews • A sustained publication record • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). 	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Instruction, speaking or moderating at national meetings • Leadership in national professional organizations • Service on editorial boards or specialty boards • Serving on national advisory committees • Serving as a consultant to national/international agencies • Election to office in national/international professional academic organizations <p>Service</p> <ul style="list-style-type: none"> • Service contracts/grants with extramural funding as PI or co-PI • 95% salary coverage with appropriate direct and indirect expenses • Appropriate quality of service work as documented by outside reviews • A sustained publication record (such as five or more peer-reviewed additional publications in high-quality journals) since appointment or promotion 	

Nine-Month and Other non-Twelve-Month Faculty

Faculty who work for other than 12-month contracts will need to have their work times stipulated in the letter of employment, as well as any changes in either Promotion and Tenure changes or expectations compared to 12-month faculty. Modifications will be linked to the hiring track as specified in the letter.

Courtesy (Adjunct) Faculty (Non-tenure)

Courtesy faculty participate in SPH academic activities as “adjunct” faculty or “adjunct clinical” faculty where appropriate. Except where they have instructional contracts, those holding the PhD, MD, DO, PharmD, DDS, and other clinical degrees (and who do not practice clinically) should be given the title of “adjunct” (not “adjunct clinical”). MD, DO, and other clinical faculty including PhD faculty who practice clinical medicine should be appointed as “adjunct clinical” and must hold a valid, unrestricted WV medical license and board certification (or the appropriate credentials for PhD faculty) as defined for paid faculty. Courtesy faculty activities include educating students or residents, collaborating with SPH personnel in research, education, and service, and other contributions. The criteria for appointment (and rank) of volunteer faculty will be those of the most appropriate track to determine appointment, continuation, and promotion of these individuals. The initial rank should be carefully considered at the time of appointment. Evaluations of adjunct and adjunct clinical faculty should be conducted annually at the departmental level. General University rules for promotion apply. Appointments are for one year at a time. Promotions are discretionary, and such decisions are made by the Dean, using a new appointment letter designating the higher rank. Considerations include adjunct volunteerism at the departmental and school levels, support of students, and access to research for faculty and students.

Instructor: A temporary position, where feasible, appoint at the rank of Adjunct or Adjunct Clinical Assistant Professor with qualifications and potential for service, education, and research, as defined in appropriate previous sections.

Assistant Professor

1. Appropriate training, usually a terminal degree, is required. Board certification is recommended for physicians with clinical responsibilities. Board eligibility is required except under extraordinary circumstances.
2. There must be demonstrated interest and participation in the goals of the SPH.

Associate Professor

1. There must be demonstration of continued interest and commitment to the School of Public Health and West Virginia University prior to consideration. The criteria for promotion are documented substantial educational activities to the SPH and scholarship at the level of full-time faculty.
2. Candidates should demonstrate exceptional leadership qualities and achievements so as to be valued highly by colleagues at the local and/or state level.

Professor

1. There must be demonstration of substantial and continued interest and commitment to the School of Public Health and West Virginia University prior to consideration.

2. The primary consideration for promotion to Professor is substantial evidence of national/international recognition in one of the three areas of education, research, and service. There should be a long-term record of service and scholarly contributions, including engagement in SPH activities or collaborative goals.

Visiting Faculty (Non-tenure)

1. Visiting faculty are typically on leave of absence or sabbatical from another institution; appointments should be at existing academic rank, or should follow WVU guidelines.
2. Support is typically from non-state funding sources.
3. Appointment is limited to a maximum of twelve months; accordingly visiting faculty are not eligible for promotion in the WVU system.
4. Any visiting clinical physician faculty without a WV license has a term that is limited to 6 months.

Emeritus Faculty (West Virginia University Policy on Awarding of Emeritus Status; approved by WVU Senate 2/12/96, by the President 2/29/96)

Retired or retiring faculty members who meet the requirements of meritorious contributions to the University and with at least 10 years experience as a paid, benefits eligible faculty member shall be considered for Emeritus status. The review of candidates begins in the departments or divisions and ends with the President. The award of President Emeritus rests with the Board of Trustees, and Emeritus awards to major administrators rests with the President. Faculty members and administrators awarded Emeritus status retain their professional titles. In every case, the term "Emeritus" follows the rank and title. Emeritus faculty members and administrators have library privileges; they have the same access as other faculty members and administrators to athletic events, and they enjoy privileges designated by their departments and the University.

Promotion and Tenure Evaluation Procedures:

Annual faculty evaluations are initially conducted at the level of the SPH Promotion and Tenure Committee. Department Chairs conduct an independent evaluation of those faculty who are members or affiliates of their departments. Both sets of evaluations are forwarded to the SPH Dean. The Annual Faculty Review Form, with reporting requirements, is reproduced as *Appendix III*.

In the annual review, both the Promotion and Tenure Committee and the department chairs use a four-point scale to evaluate faculty performance and productivity in the areas of education, research, and service of each faculty member, as pertinent to the letter of agreement. Evaluations are based on consideration of the Annual Faculty Review Form, requisite supporting documentation, goals stated in the Chair evaluation (letter) that followed the previous review cycle, and expectations for rank outlined in the SPH guidelines for promotion and tenure. The evaluation by the chair, as appropriate, also provides faculty goals for the next review cycle.

The four-point evaluation scale is elaborated as follows:

- (4) Excellent. The faculty member substantially exceeded expectations for rank and time.
- (3) Good. The faculty member exceeded expectations for rank and time
- (2) Satisfactory. The faculty member met the minimal expectations for rank and time.
- (1) Unsatisfactory. The faculty member failed to achieve the minimal expectations for rank and time.

The specific criteria for education, research, and service are elaborated upon in Pp. 13-38 of these Promotion and Tenure guidelines. Absence of evaluation in one of these areas, where performance is normally expected, could adversely impact decisions on promotion, tenure, and retention, unless reflecting documented prior consent between the chair and the faculty member as noted by the Promotion and Tenure Committee.

In cases of faculty seeking promotion and/or tenure, the SPH Promotion and Tenure Committee and Department Chairs conduct independent cumulative reviews of faculty performance and productivity in the areas of education, research, and service, relative to the SPH guidelines as appropriate.

In addition to the internal review materials, these evaluations also consider independent reviews of faculty performance and productivity conducted by external faculty at peer-institutions, who occupy an equal or higher rank than sought by the applicant, and who are content experts in the areas of the applicant's expertise. At least six external reviewers are selected by the department chair, and approved by the Dean of the School of Public Health, from a list of four names proposed by the applicant and four names proposed by the Promotion and Tenure Committee (usually the chair). The department chair or another designee of the Dean (if the applicant is the chair) sends requests for review to six of the eight, with the expectation that this will yield a minimum of four external reviews. Ideally, external reviewers will represent a balance between the two sets of nominees. Applicants for tenure and /or promotion undergo a second level of review by the Dean or designee. Finally, the three sets of reviews are forwarded to the Chancellor of Health Sciences or designee, who is responsible for the final review and determination.

Untenured faculty within the tenure track also undergo initial cumulative three-year reviews by both the Promotion and Tenure Committee and the Chair, with a subsequent Dean-level review. In cases where such a faculty member is affiliated with a multidisciplinary research center, the department head should consult with the center director about cumulative faculty performance at the end of the third year. This assessment will be communicated to the faculty member and form part of the faculty member's file. Where the SPH Dean recommends termination of a faculty member, based on consideration of recommendations by the Promotion and Tenure Committee and/or Department Chair, all pertinent documents are forwarded to the Chancellor of the Health Sciences or designee for a final review and determination.