

# **West Virginia University School of Medicine**

## **Guidelines for Faculty**

### **Appointment, Promotion and Tenure**

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## **West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure**

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## ***General Statement***

These guidelines supplement West Virginia University guidelines for promotion and tenure, and specify more precisely some requirements and definitions relevant for SoM faculty. It also explains 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 Medicine faculty upon approval by a majority of the faculty of the School of Medicine, the Dean of the School of Medicine, the Vice President for Health Sciences, and upon acceptance by the Provost.

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. The best 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). These documents collectively provide the personnel action information essential for Chairs, departmental Promotions and Tenure Committees, and individual faculty members.

Clear written guidelines with stated expectations for faculty performance, and reliable and fair Promotion and Tenure processes promote SoM 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).
- SoM 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 SoM 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.
- Initial evaluation and review at the department/division level is by a committee of faculty peers, and by the Chairperson.
- Departmental committees and 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.
- Subsequently, for any action other than continuation, recommendations of these reviewers are considered by faculty on the SoM Promotions and Tenure Committee and by the Dean (or his designated Associate Dean), then by the Vice President for Health Sciences.
- SoM decisions are reviewed by the University Promotion and Tenure Advisory Panel, which advises the Vice President for Health Sciences.

Faculty effort is allocated to the three missions of the SoM which are service, education, and research/scholarship. The resultant outcomes in each mission are evaluated annually. General definitions of teaching, research and service are provided by the University *Policies and Procedures...* document; the present document expands and clarifies those definitions for SoM faculty. Activities of SoM 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 Medicine should be recognized as parallel tracks without implied or intended hierarchy.

## ***General Policies***

The following important policies (most are extracted from the WVU *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*) apply to all promotion and tenure actions in the School of Medicine and are reprinted here for emphasis:

1. Each department, division, and/or program Chairperson has responsibility for determining for each faculty member (in consultation with them) his/her teaching, 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.
2. The interval between promotions will ordinarily be at least five years.
3. Promotions will be based primarily on achievement since the previous promotion (or appointment).
4. A faculty member whose application for promotion is unsuccessful (not including tenure track faculty in the critical year) must wait at least one full year after the decision is rendered before submitting another application.

## ***General Guidelines for all Tracks***

### **General Guidelines:**

- Outcomes should reflect effort allocation (i.e., there are higher expectations for performance in a mission when more time is devoted to it).
- Board-certification is generally considered to be by an American Specialty Board.
- Individuals in the non-tenure tracks have full voting rights in their respective departments and in the School of Medicine and are eligible for appointment to any administrative office in the School, including Department Chairperson and Dean. Non-tenure track faculty have all rights and privileges of academic freedom and responsibility.
- Effort allocations and specific criteria are intended to be used as flexibly as general guidelines and should not be viewed as absolute or rigid.
- The terms "*significant contribution*" and "*reasonable contribution*" have precise meanings in the context of outcome evaluation. See WVU *Policy and Procedures...* document for definitions.
- Maintenance of board-certification is necessary for continuation in a clinical track appointment.
- Faculty holding M.D. or D.O. 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 must be peer-reviewed and in the public domain. Substantial book chapters will also meet this requirement.

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- 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/or the Vice President for Health Sciences (with input as necessary from the School of Medicine 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 departmental Promotion and Tenure Committee, the Chair, the School of Medicine Promotion and Tenure Committee and the Dean.
- Outreach activities should be reviewed under the appropriate area (such as service, including clinical service).
- The School of Medicine is willing to recognize extraordinary contributions with credit toward tenure. There are two applicable situations: credit up to 3 years of service at rank at another institution or requesting during the 4<sup>th</sup> year to have the critical year moved up to the 5<sup>th</sup> year. Faculty may also 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 Policy and Procedures...* document identifies conditions for such exceptions.
- Tenure-track faculty seeking tenure and promotion to Associate Professor must hold extramural funding as PI, or demonstrate substantial involvement as co-PI, co-I or multidisciplinary team member. Typically, faculty achieving tenure recover an average of 20-30% of their salary from extramural sources. Tenured faculty seeking promotion to Professor must hold extramural funding as PI or co-PI.
- All research faculty in the tenure-track must also document substantial educational effort and significant contributions in research in order to be tenured and promoted.
- All tenure-track faculty must have evaluations of research by reviewers from outside West Virginia University for promotion to Associate Professor and tenure and for promotion to Professor.
- A non-tenured faculty member in a tenure track may switch tracks with written approval of the Chair, the Dean and the Vice President for Health Sciences (with input as necessary from the School of Medicine Promotions and Tenure Committee) at the beginning of any year except the critical year.
- A faculty member in a tenure track who is not awarded tenure by the identified critical year will receive a one-year terminal contract and is not eligible for transfer to a non-tenure track.
- Tenured faculty may switch to a non-tenure track by surrendering tenure with written approval of the Chair, the Dean and the Vice President for Health Sciences.
- However, tenured Associate Professors may seek promotion to Professor by switching their areas of significant contribution to teaching and service, and by achieving all criteria for promotion to Professor with significant contributions in teaching and service in the comparable non-tenure earning track (i.e., Clinical Educator, Scientist Educator, or Clinical/Health Sciences Educator). This would not require a change in track or surrender of tenure. Changes in the areas of emphasis require approval from the Department Chair, the Dean and the Provost. Per the WVU Guidelines: The key principles that should be addressed in pursuing such a change include the following:
  - The process should be forward-looking, not a reflection of service previously performed
  - The process should focus on the service of engagement (that is, service to the citizenry, as opposed to service to the institution or service to the profession)
  - The process must serve the interest of the unit and institution as well as the interests of the faculty member
  - There should be some basis for identifying deliverables in advance (that is, there should be a plan) and a method for documenting and evaluating impacts, including meaningful external review
  - There must be written into the agreement a basis for determining what is meant by a “reasonable contribution” in research. This is documented in the School of Medicine Guidelines for Promotion and Tenure in various tracks

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- After the Provost's approval of the agreement and before consideration of promotion takes place, at least two full annual evaluation cycles normally must be completed
- The process is not one which should be used to reward lack of performance in research
- External reviews will be required
- 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 Vice President for Health Sciences in one year increments.

### **Specialty Track Additional guidelines:**

- Specialty track faculty members are only expected to make significant contributions in one mission of the School of Medicine.
- Promotion guidelines are similar to those for the tenure tracks but with heavy emphasis on quality and productivity 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.

## ***General Definitions of Mission Areas***

### **Teaching:**

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

Teaching involves the dissemination of knowledge and the stimulation of critical thinking. Teaching 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 teaching activities such as on-line education or teaching outside of the SoM 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. Scholarly accomplishments may be discipline-focused and individual, or interdisciplinary and collaborative. Significant contributions, innovation and demonstrated impact 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.

As defined in the AAMC monograph, *Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship*, educational scholarship includes contributions to the educational community to advance knowledge in the field and should be available in a form that others may build upon or use and peer-evaluation, such as AAMC's MedEdPortal®, the Health Education Assets Library, Family Medicine Digital Resource Library, and other peer repositories. Some examples of teaching products include:

interactive learning exercises, slide sets with speaker notes, case studies, and new models and strategies for teaching. In order to be considered as peer-reviewed, these should be included in peer-reviewed venues or repositories, be evaluated from conference proceedings, teaching awards, be referenced in peer-reviewed materials, and show adoption by other faculty including descriptions of how the product has been built upon.

**Team Science.** The School of Medicine recognizes the critical importance of multi-dimensional research programs that cross traditional disciplinary boundaries. Teams of scientists, often from multiple WVU schools/colleges, are uniquely positioned to tackle complex biomedical problems with the potential to have a significant impact on the health and wellness of West Virginians. Historically, faculty evaluation policies have focused primarily on individual scientific accomplishments of research-intensive faculty, therefore emphasizing the expectation for independent scholarly productivity. As a result, many faculty members have been implicitly discouraged from participating in team-based interdisciplinary initiatives.

To remedy this situation annual faculty review processes in the School of Medicine will appropriately recognize an investigator's documented substantive contributions to successful and impactful team-based, trans- and multidisciplinary research initiatives. When appropriate, Department Chairs will include effort allocation to such initiatives in faculty workload assignments. Furthermore, investigators must detail in their annual activity reports their role and specific intellectual and/or technical contributions to each interdisciplinary research project (and publication) in which they participate. Faculty members may request

that team-science accomplishments are considered in subsequent promotion and/or tenure decisions, provided they thoroughly document in their promotion review dossier the nature and quality of their efforts, including assessments from interdisciplinary team leaders and other team members. In many circumstances, external reviewers, whose expertise may be outside the faculty member's primary discipline, should be solicited to evaluate the significance and impact of the collaborative contributions.

**Mentoring.** The School of Medicine also recognizes the critically important role of mentors in the professional development of junior and mid-career investigators. Effective mentoring of one or more faculty colleagues represents a significant contribution, therefore, service as a peer mentor is a highly valued element of service in the context of promotion and tenure decisions. Department chairs will include effort allocation for peer mentoring in faculty workload assignments. Mentoring activities must be adequately detailed in the faculty member's annual activity report and promotion and tenure dossier.

**Innovation and Impact.** The near- and expected long-term impact of one's scholarly contributions is a critical metric that is often overlooked in annual reviews and promotion decisions, and can be challenging to quantify when compared to the more traditional elements of evaluation such as publications and grants. Consistent with our commitment to supporting the highest-quality, innovative and impactful investigations, the School of Medicine will incorporate an annual assessment of innovation and scholarly impact into annual faculty performance review. This assessment will include reflective statements from faculty members, as well as evaluative input from departmental chairs and, when applicable, departmental review committees.

While innovation can be difficult to measure and evaluate, especially in the short term, it is the investigator's responsibility to clarify the innovation strategy, partnerships, and processes or systems (if applicable) by which his/her innovation performance can be assessed. Similarly, the impact of an individual investigator's or a team's scientific achievements can only be measured with a long-term perspective. The generation of knowledge can ultimately lead to ideas from which novel products or processes emerge, or serve to influence public health or science policy. As with innovation, there is no one-size-fits-all metric for evaluating impact. Investigators are expected to represent the outcomes of their research endeavors in a manner that conveys their impact on the institution, the field of study, and society at large.

**Service:**

1. **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 wrvu 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 SoM should be reviewed as part of the clinical service evaluation.

2. **Administrative service**

- a. **Institutional service** includes intramural committee and administrative work critical to the functioning of the SoM, Health Sciences Center, affiliated hospitals, and the University. Examples are serving on Admissions or Infectious Disease Committees 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 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/medical or medically-related conferences. Outreach activities, including educational activities, within the state on behalf of the medical school should be evaluated as part of administrative service. Civic club activities, hobbies, sports, or non-professional interests are not considered criteria for promotion.

### ***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, to serve as visiting professor at other institutions, and/or to serve as moderator or session chair at national/international scientific meetings.

### ***Joint Appointments Involving School of Medicine 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, clinical service, and teaching 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 10-year period. To do so, they 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/or the Vice President for Health Sciences. Input from the School of Medicine Promotions 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 cycle) if a faculty member is to be considered for a promotion or tenure decision.
4. A tenure track faculty member who is not awarded tenure by the identified "critical" year is not eligible for transfer to the non-tenure track.
5. 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/or the Vice President 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)**

**Clinical Tracks**

	<b>Clinician Tracks (Tenure and Non-Tenure)</b>		
<b>Track names</b>	<b>Clinician</b>	<b>Clinical Educator</b>	<b>Clinical Scientist</b>
<b>Tenure status</b>	<b>Non-Tenure earning</b>	<b>Non-Tenure earning</b>	<b>Tenure earning</b>
Eligibility and effort allocation	<ul style="list-style-type: none"> <li>MD/DO or clinical PhD faculty who make significant clinical contributions</li> </ul>	<ul style="list-style-type: none"> <li>MD/DO or clinical PhD faculty who make significant contributions to medical practice and education (such as by changing practice guidelines and discovering knowledge) with dissemination in the medical literature</li> <li>Faculty are appointed to this track by choice with the agreement of the Chair and Dean</li> </ul>	<ul style="list-style-type: none"> <li>MD/DO or clinical PhD</li> <li>50%+ research</li> <li>40-50% clinical service and education</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>Use appropriate SoM compensation plan</li> <li>Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate SoM compensation plan</li> <li>Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate SoM compensation plan</li> <li>Benchmark to appropriate benchmarks</li> </ul>
	<b>Appointment to Instructor (Clinical)</b>	<b>Appointment to Instructor</b>	<b>Appointment to Instructor</b>
Criteria for appointment	<ul style="list-style-type: none"> <li>Chief Residents</li> <li>Board eligibility</li> <li>Potential for success in service, teaching and research</li> <li>Viewed as a temporary position</li> </ul>	<ul style="list-style-type: none"> <li>Chief Residents</li> <li>Board eligibility</li> <li>Potential for success in service, teaching and research</li> <li>Viewed as a temporary position</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
	<b>Appointment/Promotion to Assistant Professor (Clinical)</b>	<b>Appointment/Promotion to Assistant Professor</b>	<b>Appointment to Assistant Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>Board eligibility</li> <li>Significant contributions or potential in service (including clinical service) and education</li> <li>Reasonable contributions or potential in scholarship</li> <li>Proven accomplishments in at least one of the areas of teaching, service or research</li> </ul>	<ul style="list-style-type: none"> <li>Board eligibility</li> <li>Significant contributions or potential in education and scholarship</li> <li>Reasonable contributions or potential in service (including clinical service)</li> <li>Proven accomplishments in at least one of the areas of teaching, service or research</li> </ul>	<ul style="list-style-type: none"> <li>Board eligibility</li> <li>Potential for significant contributions in two areas: research and service (including clinical service)</li> <li>Reasonable contributions or potential in education</li> <li>Proven accomplishments in at least one of the areas of teaching, service or research</li> </ul>

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Specific guidelines	<p><b>Service:</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b></li> <li>• Board eligibility</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>- <b>Administrative</b></li> <li>• Service on departmental, institutional, hospital committees</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Development of new educational materials for clinical education</li> </ul>	<p><b>Service:</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b></li> <li>• Board eligibility</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>- <b>Administrative</b></li> <li>• Service on departmental, institutional, hospital committees</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Development of new educational materials for clinical education</li> </ul>	N/A
	<b>Appointment/Promotion to Associate Professor (Clinical)</b>	<b>Appointment/Promotion to Associate Professor</b>	<b>Appointment/Promotion to Associate Professor and Tenure</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Board-certification</li> <li>• Significant contributions in service (including clinical service) and education (mentoring excellence to med students and residents)</li> <li>• Reasonable contributions in scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Board-certification</li> <li>• Significant contributions in education and scholarship</li> <li>• Reasonable contributions in service (including clinical service)</li> </ul>	<ul style="list-style-type: none"> <li>• Board-certification</li> <li>• Significant contributions in research and service (including clinical service)</li> <li>• Reasonable contributions in education</li> </ul>
Specific guidelines	<p><b>Service</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b></li> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> <li>- <b>Administrative</b></li> <li>• Service on departmental, institutional, hospital committees</li> <li>• Participation in regional/state/national medical or society organizations</li> </ul>	<p><b>Service</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b></li> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>- <b>Administrative</b></li> <li>• Service on departmental, institutional, hospital committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> </ul>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• A high-quality research program with significant peer-reviewed extramural funding as PI or substantial involvement as a Co-I.*</li> <li><b>Substantial involvement</b> as a co-I in one or more successful and impactful collaborative or multidisciplinary team science initiatives provides support for promotion only when appropriately documented in terms of essential contributions</li> <li>• A sustained high-quality independent publication record. As a general but not an absolute guideline,</li> </ul>

	<ul style="list-style-type: none"> <li>• Participation in committees devoted to clinical quality, outcomes, processes, etc.</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• <math>\geq 3</math> papers since appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in regional/state/national medical or society organizations</li> <li>• Participation in committees devoted to clinical quality, outcomes, processes, etc.</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Significant contributions to UME, GME, CME (such as teaching in national meetings/societies)</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Approximately 8-10 publications since appointment depending upon quality, such as journal impact factor and external citations</li> </ul>	<p>approximately 8-10 papers are expected since initial faculty appointment, including those for which research was done elsewhere, although WVU productivity is important</p> <ul style="list-style-type: none"> <li>• A substantial proportion of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution). In the context of team science contributions, specific authorship position is less important, but inclusion in positions other than first or senior must be adequately addressed for each paper to allow accurate evaluation of the contribution</li> <li>• Appropriate high quality and impact of research work as documented by outside reviews</li> </ul> <p><b>Service: Clinical and Administrative</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul> </li> <li>- <b>Administrative</b> <ul style="list-style-type: none"> <li>• Service on departmental, institutional, hospital committees</li> <li>• Participation in regional/state/national medical or society organizations</li> <li>• Service to the citizens of West Virginia</li> </ul> </li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> </ul>
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*West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure*

			<ul style="list-style-type: none"> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul>
	<b>Appointment/Promotion to Professor (Clinical)</b>	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Maintenance of specialty and/or subspecialty certification as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in clinical specialty</li> <li>• Long-standing record of significant contributions to education and service (including clinical service)</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of specialty and/or subspecialty certification as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in either clinical or education specialty</li> <li>• Long-standing record of significant contributions to education and scholarship</li> <li>• Reasonable sustained record of service (including clinical service)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of specialty and/or subspecialty certification as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in clinical specialty</li> <li>• Long-standing record of significant contributions to research and service (including clinical service)</li> <li>• Reasonable contributions to education</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Service</b></p> <p>- <b>Clinical</b></p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul>	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Service</b></p> <p>- <b>Clinical</b></p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul>	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• A long standing high quality research program with peer-reviewed extramural funding as PI or co-I.*</li> <li>• A sustained high-quality independent publication record as documented by journal impact factors and external citations. As a general and not an absolute</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>- Administrative</b></li> <li>• Service/leadership in departmental, institutional, hospital committees</li> <li>• Leadership in committees devoted to clinical quality and processes</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• A sustained publication record (such as 5 additional papers) since promotion or appointment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>- Administrative</b></li> <li>• Service/leadership on departmental, institutional, hospital committees</li> <li>• Leadership of committees for accreditation, curriculum and certification processes</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• A sustained publication record (such as 8-10 additional high quality publications) since promotion or appointment</li> </ul>	<p>guideline, approximately 8-10 papers are expected during the period as Associate Professor</p> <ul style="list-style-type: none"> <li>• A substantial proportion of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution). It is anticipated that additional papers may result from team science contributions that have been documented, with specific roles articulated, throughout the time at rank</li> <li>• Appropriate high quality and impact of research work as documented by outside reviews</li> </ul> <p><b>Service: Clinical and Administrative</b></p> <ul style="list-style-type: none"> <li>• <b>- Clinical</b></li> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> <li>• <b>- Administrative</b></li> <li>• Service/leadership on departmental, institutional, hospital committees</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul>
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\* Typically, significant peer-reviewed funding is defined as covering 20-30% FTE.

## Scientist and Scientist Educator Tracks

<b>Scientist and Scientist Educator Tracks (Tenure and Non-Tenure)</b>		
<b>Track names</b>	<b>Scientist</b>	<b>Scientist Educator</b>
<b>Tenure status</b>	<b>Tenure earning</b>	<b>Non-Tenure earning Term appointments Limited numbers</b>
Eligibility and effort allocation	PhD faculty or non-clinical MD/DO faculty with primary research appointments	PhD or non-clinical MD/DO faculty with major efforts in education only
Compensation strategy	<ul style="list-style-type: none"> <li>• Use appropriate SoM compensation plan</li> <li>• Benchmark to appropriate benchmarks</li> <li>• Physicians in this track are paid at educational and not clinical benchmarks for rank</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate SoM compensation plan</li> <li>• Benchmark to appropriate benchmarks</li> <li>• Physicians in this track are paid at educational and not clinical benchmarks for rank</li> </ul>
	<b>Appointment to Instructor</b>	<b>Appointment to Teaching Instructor</b>
Criteria for appointment	N/A	<ul style="list-style-type: none"> <li>• Master's degree</li> <li>• Board eligibility if appropriate</li> <li>• Potential for significant contributions in education and service and reasonable contributions in scholarship</li> </ul>
	<b>Appointment to Assistant Professor</b>	<b>Appointment/Promotion to Teaching Assistant Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Terminal degree and postdoctoral experience or equivalent</li> <li>• Significant contributions or potential in research and education</li> <li>• Reasonable contributions or potential in service</li> <li>• Proven accomplishments in at least one of the areas of teaching, research, or service</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree and experience</li> <li>• Board certification if appropriate</li> <li>• Significant contributions or potential in education and service</li> <li>• Reasonable contributions or potential in scholarship</li> <li>• Proven accomplishments in at least one of the areas of teaching, research, or service</li> </ul>
Specific guidelines	N/A	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.</li> <li>• Service to West Virginia</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Keeping current in field or specialty</li> </ul>

*West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure*

	<b>Appointment/Promotion to Associate Professor and Tenure</b>	<b>Appointment/Promotion to Teaching Associate Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Significant contributions in research and education</li> <li>• Reasonable contributions in service</li> </ul>	<ul style="list-style-type: none"> <li>• Significant contributions in education and service (may include clinical service as appropriate)</li> <li>• Reasonable contributions in scholarship</li> <li>• Maintenance of specialty certification if appropriate</li> </ul>
Specific guidelines	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• A high-quality research program with significant peer- reviewed extramural funding as PI or substantial involvement as a Co-I.* <b>Substantial involvement</b> as a co-I in one or more successful and impactful collaborative or multidisciplinary team science initiatives provides support for promotion only when appropriately documented in terms of essential contributions</li> <li>• A sustained high-quality independent publication record. As a general but not an absolute guideline, approximately 8-10 papers are expected since initial faculty appointment, including those for which research was done elsewhere, although WVU productivity is important</li> <li>• A substantial proportion of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution). In the context of team science contributions, specific authorship position is less important, but inclusion in positions other than first or senior must be adequately addressed for each paper to allow accurate evaluation of the contribution</li> <li>• Appropriate high quality and impact of research work as documented by outside reviews</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</li> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional, committees</li> <li>• Service to West Virginia</li> </ul>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Service to West Virginia</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• <math>\geq 3</math> publications since appointment and/or promotion</li> </ul>

**West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure**

	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Teaching Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation</li> <li>• Long-standing record of significant contributions to research and education</li> <li>• Reasonable contributions to service</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of specialty certification if appropriate</li> <li>• Substantial evidence of national/international reputation as a medical educator</li> <li>• Long-standing record of significant contributions to education and service (may include clinical service as appropriate)</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/ international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in a national/international professional academic organizations</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• A long standing high quality research program with significant peer-reviewed extramural funding as PI or co-I.*</li> <li>• A sustained high-quality independent publication record as documented by journal impact factors and external citations. As a general but not an absolute guideline, approximately 8-10 papers are expected during the period as Associate Professor.</li> <li>• Substantial portion of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution). It is anticipated that additional papers may result from team science contributions that have been documented, with specific roles articulated, throughout the time at rank</li> <li>• Appropriate high quality and impact of research work as documented by outside reviews.</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</li> <li>• Student/peer evaluations</li> </ul>	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of educational effectiveness as above</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, school and institutional committees</li> <li>• Leadership of committees and processes devoted to accreditation, curriculum and certification, etc</li> <li>• Service to West Virginia</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Sustained publication record (such as 5 or more additional high quality publications) since promotion or appointment</li> </ul>

*West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure*

	<ul style="list-style-type: none"><li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li><li>• Other evaluations of teaching effectiveness</li><li>• Teaching awards</li><li>• Teaching portfolios</li></ul> <p><b>Service</b></p> <ul style="list-style-type: none"><li>• Service/leadership on departmental, HSC or institutional committees</li><li>• Service to West Virginia</li></ul>	
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\* Typically, significant peer-reviewed funding is defined as covering 20-30% FTE.

## Professional Programs Tracks

Professional Programs Tracks (Tenure and Non-Tenure)		
Track names	Health Sciences Educator-Scientist	Clinical/Health Sciences Educator
<b>Tenure status</b>	<b>Tenure earning</b>	<b>Non-Tenure earning</b>
Eligibility and effort allocation	<ul style="list-style-type: none"> <li>Faculty with terminal degrees within professional programs who do funded research for &gt;20% of effort and significant (such as 60%) education</li> </ul>	<ul style="list-style-type: none"> <li>SoM faculty with baccalaureate, masters, terminal degrees (including physicians whose major efforts are in education only)</li> <li>Significant contributions in teaching and service (including clinical service if appropriate)</li> <li>Reasonable contributions in research/scholarship</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>Use appropriate SoM compensation plan</li> <li>Benchmark to appropriate professional benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate SoM compensation plan</li> <li>Benchmark to appropriate professional benchmarks</li> <li>Physicians in this track are paid at education and not clinical benchmarks for rank</li> </ul>
	<b>Appointment to Instructor</b>	<b>Appointment to Instructor</b>
Criteria for appointment	N/A	<ul style="list-style-type: none"> <li>Entry-level professional programs with baccalaureate or master's degree</li> <li>Individuals should hold appropriate State licensure or certification for their field if appropriate</li> <li>Potential for demonstrating significant contributions in teaching, service, or research</li> </ul>
	<b>Appointment to Assistant Professor</b>	<b>Appointment/Promotion to Assistant Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>Terminal degree</li> <li>Certification or licensure is required if available</li> <li>Postdoctoral experience or equivalent</li> <li>Significant contributions or potential in research and education</li> <li>Reasonable contributions or potential in service</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree or appropriate professional degree</li> <li>Certification or licensure is required if available</li> <li>Significant contributions or potential in education and service (including clinical service if appropriate)</li> <li>Reasonable contributions or potential in scholarship</li> </ul>
Specific guidelines	N/A	<b>Service</b> <ul style="list-style-type: none"> <li>- <b>Clinical (if appropriate)</b> <ul style="list-style-type: none"> <li>Specialty certification if appropriate</li> <li>Meeting or exceeding clinical service quality indicators</li> </ul> </li> <li>- <b>Administrative</b> <ul style="list-style-type: none"> <li>Service on departmental, school and institutional committees</li> <li>Service to West Virginia</li> </ul> </li> </ul>

**West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure**

		<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Master’s degree in appropriate field</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Development of new educational materials</li> <li>• Development of new and/or on-line courses or educational programs</li> </ul>
	<b>Appointment/Promotion to Associate Professor and Tenure</b>	<b>Appointment/Promotion to Associate Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Postdoctoral experience or equivalent</li> <li>• Significant contributions in research and education</li> <li>• Reasonable contributions in service</li> </ul>	<ul style="list-style-type: none"> <li>• Master’s degree or appropriate professional degree</li> <li>• Significant contributions in education and service (may include clinical service as appropriate)</li> <li>• Reasonable contributions in scholarship</li> </ul>
Specific guidelines	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• A high quality research program with significant peer-reviewed extramural funding as PI or substantial involvement as a Co-I.**Substantial involvement as a Co-I in one or more successful and impactful collaborative or multidisciplinary team science initiatives provides support for promotion only when appropriately documented in terms of essential contributions.</li> <li>• A sustained high-quality independent publication record. As a general but not an absolute guideline, approximately 5-10 papers are expected since initial faculty appointment, including those for which research was done elsewhere, although WVU productivity is important.</li> <li>• A substantial proportion of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution). In the context of team science contributions, specific authorship position is less important, but inclusion in positions other than first or senior must be adequately addressed for each paper to allow accurate evaluation of the contribution.</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</li> </ul>	<p><b>Service</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b></li> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>- <b>Administrative</b></li> <li>• Service on departmental, school and institutional committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Master’s or appropriate professional degree in appropriate field for professional programs</li> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• 3 or more publications since appointment and/or promotion</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Scholarship in creating new course material, new courses, new methods of teaching</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional, committees</li> <li>• Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.</li> <li>• Service to West Virginia</li> </ul>	
	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation</li> <li>• Long-standing record of significant contributions in research and education</li> <li>• Reasonable contributions in service</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• A terminal degree</li> <li>• Maintenance of specialty certification, if appropriate</li> <li>• Substantial evidence of national/international reputation</li> <li>• Long-standing record of significant contributions in education and service (may include clinical service as appropriate)</li> <li>• Reasonable contributions in scholarship</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• Leadership in national/international professional organizations</li> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• A long standing high quality research program with significant peer-reviewed extramural funding as PI or co-I.*</li> <li>• A sustained high-quality independent</li> </ul>	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• Leadership in national/international professional organizations</li> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>- <b>Clinical</b> (if appropriate)</li> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul>

*West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure*

	<p>publication record as documented by journal impact factors and external citations. As a general but not an absolute guideline, approximately 5-10 papers are expected during the period as Associate Professor.</p> <ul style="list-style-type: none"> <li>• Substantial portion of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution). It is anticipated that additional papers may result from team science contributions that have been documented, with specific roles articulated, throughout the time at rank</li> <li>• Appropriate high quality and impact of research work as documented by outside reviews</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</li> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Teaching, speaking or moderating at national/international meetings</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, HSC or institutional committees</li> <li>• Leadership in educational committees devoted to accreditation, curriculum, certification, etc.</li> <li>• Service to West Virginia</li> </ul>	<p><b>- Administrative</b></p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, school and institutional committees</li> <li>• Leadership of committees and processes devoted to accreditation, curriculum and certification, etc</li> <li>• Service to West Virginia</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of educational effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Sustained publication record (such as 5 or more additional high quality publications) since promotion or appointment</li> </ul>
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\*\* Given the higher teaching/education time commitment and expectation in this track, typically, significant peer-reviewed funding is defined as >20% salary support/year.

## **Specialty Tracks (non-tenure)**

The specialty tracks accommodate the few faculty who contribute substantially to the mission of the SoM, 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 Vice President 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 teaching programs of the School of Medicine. 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

	<b>Specialty Tracks (non-tenure)</b>		
<b>Track names</b>	<b>Research</b>	<b>Service</b>	<b>Lecturer</b>
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 teaching programs of the school of medicine
Compensation strategy	<ul style="list-style-type: none"> <li>• Use appropriate SoM plan</li> <li>• Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate SoM plan</li> <li>• Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate SoM plan</li> <li>• Benchmark to appropriate benchmarks</li> </ul>
	<b>Appointment to Research Instructor</b>	<b>Appointment to Instructor (Service)</b>	<b>Appointment to Lecturer</b>
Criteria for appointment	<ul style="list-style-type: none"> <li>• Viewed as a temporary position</li> <li>• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor.</li> <li>• Physicians should be board eligible</li> <li>• Potential for success in research</li> </ul>	<ul style="list-style-type: none"> <li>• Viewed as a temporary position</li> <li>• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor</li> <li>• Physicians should be board eligible</li> <li>• Potential for success in service</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate degree and experience including postdoctoral or board eligibility as required for the position</li> <li>• Potential for significant contributions in education</li> <li>• Assignments and expectations as outlined in the letter of offer</li> </ul>
	<b>Appointment/Promotion to Research Assistant Professor</b>	<b>Appointment/Promotion to Assistant Professor (Service)</b>	
Criteria for appointment or promotion	<p>Appropriate degree and experience including postdoctoral or board eligibility as required for the position</p> <ul style="list-style-type: none"> <li>• Potential for significant contributions in research</li> <li>• Board certification is recommended for physicians, board eligibility is required</li> <li>• Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty</li> </ul>	<p>Appropriate degree and experience including postdoctoral or board eligibility as required for the position</p> <ul style="list-style-type: none"> <li>• Potential for significant contributions in service</li> <li>• Board certification is recommended for physicians, board eligibility is required</li> <li>• Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty</li> </ul>	
Specific guidelines	<b>Research</b> <ul style="list-style-type: none"> <li>• Proven accomplishments and outstanding potential to make significant contributions in research</li> </ul>	<b>Service</b> <ul style="list-style-type: none"> <li>• Proven accomplishments and outstanding potential to make significant contributions in service</li> </ul>	

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	<b>Appointment/Promotion to Research Associate Professor</b>	<b>Appointment/Promotion to Associate Professor (Service)</b>	<b>Appointment/Promotion to Senior lecturer</b>
Criteria for appointment or promotion	Significant contributions in research	Significant contributions in service	Significant contributions in education
Specific guidelines	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Participate in a research program with extramural funding, as PI, co-I or co-PI</li> <li>• Appropriate quality of research documented by outside reviews</li> <li>• 100 % salary coverage with appropriate direct and indirect expenses</li> <li>• 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)</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</li> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul>	<p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service contracts/grants with extramural funding as PI co-PI, or co-I</li> <li>• Appropriate quality of service documented by outside reviews</li> <li>• 100% salary coverage with appropriate direct and indirect expenses</li> <li>• <math>\geq 5</math> peer-reviewed publications in high-quality journals since appointment</li> </ul>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Scholarship in creating new course material, new courses, new methods of teaching</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.</li> </ul>
	<b>Appointment/Promotion to Research Professor</b>	<b>Appointment/Promotion to Professor (Service)</b>	<b>N/A</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation in research</li> <li>• Long-standing record of significant contributions to research</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation in service</li> <li>• Long-standing record of significant contributions to service.</li> <li>• Record of sustained scholarly achievement</li> </ul>	

**West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure**

<p>Specific guidelines</p>	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> <li>• Service on grant study sections</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Research program with extramural funding as PI, co-PI or co-I</li> <li>• 100% salary coverage with appropriate direct and indirect expenses</li> <li>• Appropriate quality of research work as documented by outside reviews</li> <li>• A sustained publication record</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution)</li> </ul>	<p><b>Evidence of national/international reputation</b></p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p><b>Service</b></p> <ul style="list-style-type: none"> <li>• Service contracts/grants with extramural funding as PI, co-PI, or co-I</li> <li>• 100% salary coverage with appropriate direct and indirect expenses</li> <li>• Appropriate quality of service work as documented by outside reviews</li> <li>• A sustained publication record (such as 5 or more peer-reviewed additional publications in high-quality journals) since appointment or promotion</li> </ul>	
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## **Special Appointments**

### **Adjunct and Adjunct Clinical Faculty (Non-tenure)**

Voluntary faculty participate in the SoM academic activities without compensation as “adjunct” or “adjunct clinical” faculty. Basic science faculty should be given “adjunct” appointments. A non-salaried, volunteer faculty member who holds the PhD, MD, DO or other appropriate professional degree and does not practice clinically should be given the title of “adjunct” (and not “adjunct clinical” for MD or DO). MD and DO faculty and other clinical faculty with appropriate professional degrees who practice clinically should be appointed as “adjunct clinical” and must hold a valid unrestricted WV medical or other license and board certification or the appropriate credentials as defined for paid faculty. Volunteer faculty activities include teaching students or residents, collaborating with SoM personnel in research, teaching 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.

### **Instructor**

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

### **Assistant Professor**

1. For physicians, board certification is recommended. Board eligibility is required except under extraordinary circumstances. For basic science faculty, postdoctoral experience or equivalent experience is required. For Professional Programs faculty, appropriate postdoctoral experience or equivalent experience is required.
2. There must be demonstrated interest and participation in the goals of the School of Medicine.

### **Associate Professor**

1. There must be demonstration of continued interest and commitment to the School of Medicine and West Virginia University prior to consideration. The criteria for promotion are documented substantial educational activities to the SoM 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 Medicine 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 clinical service, teaching or research. There should be a long-term record of service and scholarly contributions.

### **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.

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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 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.