

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 takes effect for all School of Medicine faculty upon approval by the Provost. When major changes need to be made to the document, the document will be posted on the School of Medicine website for comment by all faculty. Utilizing the faculty input, the dean and/or dean designees will adjust as needed and forward the document to the Provost for review.

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/her designee. The best sources for detailed information regarding Appointment, Evaluation, Promotion and Tenure of Faculty are the West Virginia University Board of Governors Faculty Rules 4, 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 Deans, School-wide Promotion and Tenure Committee, Chairs, Department Promotion 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 Promotion and Tenure Committee and by the Dean or Dean's Designee, the Chancellor for Health Sciences and the Provost.
- SoM decisions are reviewed by the Faculty Advisory Panel, which advises the Provost.

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Faculty effort is allocated to the three missions of the SoM which are service, including clinical service, teaching, 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. For promotion to associate professor in the non-tenure track there must be a minimum of three reviews on file with the promotion review being the fourth review.
3. For promotion to professor in all tracks there must be a minimum of four reviews on file since the start date or the last promotion with the promotion review being the fifth review.
4. Promotions will be based primarily on achievement since the previous promotion (or appointment).
5. 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 maybe higher expectations for performance in a mission area when more allocated workload percentage is devoted to it).
- Board-certification is generally considered to be by a American Board of Medical Specialties member 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.
- 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 to 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. Peer reviewed book chapters may also meet this requirement.
- For all promotions, the refereed article (paper) must be published by December 31 of the year the person is being considered for promotion for it to count towards promotion.
- A faculty member may switch tracks once, provided they meet the requirements for the new track, and only with written approval of the Chair, the Dean and/or the Chancellor for Health Sciences (with

input as necessary from the School of Medicine Promotion and Tenure Committee). The faculty member must be in the new track for at least one full year before requesting promotion. Switching to a tenure track position from a non-tenure track position will also need Provost approval.

- 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 4th year to have the critical year moved to the 5th year.

Early Promotion:

- Promotion for a faculty member who spends less time in rank than is specified in the School of Medicine Promotion and/or Tenure Guidelines only occurs in extraordinary circumstances. The faculty member must demonstrate leadership and excellence well beyond the School of Medicine standard expectations.
- Early promotions require external evaluations that attest to the candidate's superlative performance and national reputation.
- The following criteria **must** be demonstrated for early promotion:
 1. For clinical faculty, meritorious clinical performance which includes documented evidence of superior patient care, innovative clinical practices, or leadership in clinical programs.
 2. Evidence of extramural award/s and honors that recognize outstanding performance in teaching, or research or clinical practice/service.
 3. Excellence in scholarly work which must include exceptional, high impact peer reviewed publications (50 or more for associate and 70 or more for full professor since hire or last promotion), and contributions to advancing the discipline. For tenure track faculty, in addition to the publication requirement, at least 50% salary coverage from 2 NIH ROI grants or their equivalent that provide appropriate F&A costs.

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/or 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. Promotion to Professor requires evidence of a largely independent record of scholarship and a national or international reputation.
- All research faculty in the Scientist tenure-track must document substantial, significant, teaching effort and significant contributions in research in order to be tenured and promoted. Those in the Clinician Scientist tenure-track must document substantial, significant service effort and significant contributions in research in order to be tenured and promoted.
- All tenure-track faculty members must have evaluations of research by reviewers from outside West Virginia University for promotion to Associate Professor and the award of 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 Chancellor for Health Sciences (with input as necessary from the School of Medicine Promotion and Tenure Committee) at the beginning of any contract year except the critical year.

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- 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 Chancellor 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 and reasonable contributions in research in the comparable non-tenure earning track (i.e., Clinical Educator, Scientist Educator, or Clinical/Health Sciences Educator, Clinician). 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 non-tenure tracks.
 - After the Provost’s approval of the agreement and before consideration of promotion takes place, at least two full annual evaluation cycles must be completed.
 - The process is not one which should be used to reward lack of performance in research
 - External reviews will be required in the appropriate area of significant contribution documented in the authorization letter.
- The tenure process may be extended for family and/or medical leave or other extraordinary circumstances as per WVU institutional tenure guidelines and BoG Rules so that the critical year may be later than the sixth year. This must be approved by the Chair, the Dean and the Provost in one year increments.

Specialty Track Additional guidelines:

- Specialty track faculty members may be expected to make significant contributions in one mission of the School of Medicine with reasonable contributions in the other two missions. This will be determined by the Letter of Offer and percent effort allocation.
- Promotion guidelines are outlined in this document and have heavy emphasis on quality and productivity in the mission/s of interest.
- Faculty members in the research track must have evaluations of research, by reviewers from outside West Virginia University for promotion to the next rank. Faculty members in the teaching and service track must have evaluations of teaching and/or service by reviewers from outside West Virginia University for promotion to Professor.

General Definitions of Mission Areas

Teaching:

All faculty (except those in the research or service/research 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 but are not limited to 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 but are not limited to: 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. This recognition of team science contributions only applies to the promotion from Assistant to Associate professor. A faculty member hired as an Associate professor without tenure may request consideration of team science accomplishments in their review for tenure. However, a faculty member seeking promotion to Professor, must provide evidence of a largely independent record of scholarship and a national or international reputation.

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 (work relative value unit) 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, but is not limited to: 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 that are supported by two or more departments 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/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 their time frame at WVU School of Medicine. 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 Chancellor for Health Sciences. Input from the School of Medicine Promotions and Tenure Committee may be requested as needed. Switching to a tenure track position from a non-tenure track position will also need Provost approval.
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 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)

Clinical Tracks

	Clinician Tracks (Tenure and Non-Tenure)		
Track names	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 faculty who make significant clinical contributions; adjunct faculty 	<ul style="list-style-type: none"> 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 Faculty are appointed to this track by choice with the agreement of the Chair and Dean 	<ul style="list-style-type: none"> MD/DO or clinical PhD 50%+ research 40-50% clinical service and teaching
Compensation strategy	<ul style="list-style-type: none"> Use appropriate SoM compensation plan Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> Use appropriate SoM compensation plan Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> Use appropriate SoM compensation plan Benchmark to appropriate benchmarks
	Appointment to Instructor	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	<ul style="list-style-type: none"> Chief Residents Board eligibility Potential for success in service, teaching and research Viewed as a temporary position 	<ul style="list-style-type: none"> Chief Residents Board eligibility Potential for success in service, teaching and research Viewed as a temporary position 	<ul style="list-style-type: none"> N/A
	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 Significant contributions or potential in service (including clinical service) and teaching Reasonable contributions or potential in scholarship Proven accomplishments in at least one of the areas of teaching, service or research 	<ul style="list-style-type: none"> Board eligibility Significant contributions or potential in teaching and scholarship Reasonable contributions or potential in service (including clinical service) Proven accomplishments in at least one of the areas of teaching, service or research 	<ul style="list-style-type: none"> Board eligibility Potential for significant contributions in two areas: research and service (including clinical service) Reasonable contributions or potential in teaching Proven accomplishments in at least one of the areas of teaching, service or research

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Specific guidelines	Service: - Clinical <ul style="list-style-type: none"> Board eligibility Meeting or exceeding wrvu targets based on % effort allocation Meeting or exceeding clinical service quality indicators - Administrative <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Service to West Virginia Teaching <ul style="list-style-type: none"> Student/peer evaluations Other evaluations of teaching effectiveness Teaching awards Teaching portfolios Participation in teaching scholars program or other development activities Scholarship <ul style="list-style-type: none"> Development of new educational materials for clinical education 	Service: - Clinical <ul style="list-style-type: none"> Board eligibility Meeting or exceeding wrvu targets based on % effort allocation Meeting or exceeding clinical service quality indicators - Administrative <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Service to West Virginia Teaching <ul style="list-style-type: none"> Student/peer evaluations Other evaluations of teaching effectiveness Teaching awards Teaching portfolios Participation in teaching scholars program or other developmental activities Scholarship <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 service) and teaching (mentoring excellence to med students, residents and other trainees) Reasonable contributions in scholarship 	<ul style="list-style-type: none"> Board-certification Significant contributions in teaching and scholarship Reasonable contributions in service (including clinical service) 	<ul style="list-style-type: none"> Board-certification Significant contributions in research and service (including clinical service) Reasonable contributions in teaching
Specific guidelines	Service - Clinical <ul style="list-style-type: none"> Board certification Meeting or exceeding wrvu targets based on % effort allocation Meeting or exceeding clinical service quality indicators Developing new/novel treatments/therapies - Administrative <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees 	Service - Clinical <ul style="list-style-type: none"> Board certification Meeting or exceeding wrvu targets based on % effort allocation Meeting or exceeding clinical service quality indicators - Administrative <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Membership on educational committees tied to 	Research <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • Participation in regional/state/national medical or society organizations • Participation in committees devoted to clinical quality, outcomes, processes, etc. • Service to West Virginia <p>Teaching</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of teaching effectiveness • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities <p>Scholarship</p> <ul style="list-style-type: none"> • ≥ 3 papers since appointment 	<p>accreditation, admissions, certification, curriculum, etc.</p> <ul style="list-style-type: none"> • Participation in regional/state/national medical or society organizations • Participation in committees devoted to clinical quality, outcomes, processes, etc. • Service to West Virginia <p>Teaching</p> <ul style="list-style-type: none"> • Significant contributions to UME, GME, CME (such as teaching 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 • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities <p>Scholarship</p> <ul style="list-style-type: none"> • Approximately 8-10 publications since appointment depending upon quality, such as journal impact factor and external citations 	<ul style="list-style-type: none"> • 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 • 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 • Appropriate high quality and impact of research work as documented by outside reviews <p>Service: Clinical and Administrative</p> <p>- Clinical</p> <ul style="list-style-type: none"> • Board certification • Meeting or exceeding wrvu 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 the citizens of West Virginia
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			Teaching <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 teaching effectiveness • Teaching awards • Teaching 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 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 as appropriate for duties • Substantial evidence of national/international reputation in either clinical or education specialty • Long-standing record of significant contributions to education and scholarship • Reasonable sustained record of service (including clinical service) 	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification 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 in teaching • Record of sustained scholarly achievement
Specific guidelines	Evidence of national/international reputation <ul style="list-style-type: none"> • State-wide or national referrals • Teaching, 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 national/international professional academic organizations 	Evidence of national/international reputation <ul style="list-style-type: none"> • State-wide or national referrals • Teaching, 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 national/international professional academic organizations 	Evidence of national/international reputation <ul style="list-style-type: none"> • State-wide or national referrals • Teaching, 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 national/international professional academic organizations

	<p>Service</p> <ul style="list-style-type: none"> - Clinical • Board certification • Meeting or exceeding wrvu targets based on % effort allocation • Meeting or exceeding clinical service quality indicators • Developing new/novel treatments/therapies - Administrative • Service/leadership in departmental, institutional, hospital committees • Leadership in committees devoted to clinical quality and processes • Service to West Virginia <p>Teaching</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of teaching effectiveness • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities <p>Scholarship</p> <ul style="list-style-type: none"> • A sustained publication record (such as 5 additional papers) since promotion or appointment 	<p>Service</p> <ul style="list-style-type: none"> - Clinical • Board certification • Meeting or exceeding wrvu targets based on % effort allocation • Meeting or exceeding clinical service quality indicators - Administrative • Service/leadership on departmental, institutional, hospital committees • Leadership of committees for accreditation, curriculum and certification processes • Service to West Virginia <p>Teaching</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 • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities <p>Scholarship</p> <ul style="list-style-type: none"> • A sustained publication record (such as 8-10 additional high quality publications) since promotion or appointment 	<p>Research</p> <ul style="list-style-type: none"> • A long standing high quality research program with peer-reviewed extramural funding as PI or co-I. • A sustained high-quality independent publication record as documented by journal impact factors and external citations. As a general and not an absolute guideline, approximately 8-10 papers are expected during the period as Associate Professor • 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 • Appropriate high quality and impact of research work as documented by outside reviews <p>Service: Clinical and Administrative</p> <ul style="list-style-type: none"> - Clinical • Board certification • Meeting or exceeding wrvu targets based on % effort allocation • Meeting or exceeding clinical service quality indicators • Developing new/novel treatments/therapies - Administrative • Service/leadership on departmental, institutional, hospital committees • Service to West Virginia <p>Teaching</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
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West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure

			<ul style="list-style-type: none">• Other evaluations of teaching effectiveness• Teaching awards• Teaching portfolios
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* Typically, significant peer-reviewed funding is defined as covering 20-30% FTE.

Scientist and Scientist Educator Tracks

	Scientist and Scientist Educator Tracks (Tenure and Non-Tenure)	
Track names	Scientist	Scientist Educator - TAP
Tenure status	Tenure earning	Non-Tenure earning Term appointments Limited numbers
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 80% teaching effort
Compensation strategy	<ul style="list-style-type: none"> Use appropriate SoM compensation plan Benchmark to appropriate benchmarks Physicians in this track are paid at educational and not clinical benchmarks for rank 	<ul style="list-style-type: none"> Use appropriate SoM compensation plan Benchmark to appropriate benchmarks Physicians in this track are paid at educational and not clinical benchmarks for rank
	Appointment to Instructor	Appointment to Teaching Instructor
Criteria for appointment	N/A	<ul style="list-style-type: none"> Master's degree Board eligibility if appropriate Potential for significant contributions in teaching and reasonable contributions in service and scholarship
	Appointment to Assistant Professor	Appointment/Promotion to Teaching Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> Terminal degree and postdoctoral experience or equivalent Significant contributions or potential in research and teaching Reasonable contributions or potential in service Proven accomplishments in at least one of the areas of teaching, research, or service 	<ul style="list-style-type: none"> Terminal degree and experience Board certification if appropriate Significant contributions or potential in teaching Reasonable contributions or potential in service and scholarship Proven accomplishments in at least one of the areas of teaching, research, or service
Specific guidelines	N/A	Teaching <ul style="list-style-type: none"> Leadership in teaching 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 Student/peer evaluations Teaching awards Teaching portfolios Participation in teaching scholars program or other development activities Service <ul style="list-style-type: none"> Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.

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

		<ul style="list-style-type: none"> • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • Keeping current in field or specialty
	Appointment/Promotion to Associate Professor and Tenure	Appointment/Promotion to Teaching Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research and teaching • Reasonable contributions in service 	<ul style="list-style-type: none"> • Significant contributions in teaching • Reasonable contributions in service (may include clinical service as appropriate) and scholarship • Maintenance of specialty certification if appropriate
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • Appropriate high quality and impact of research work as documented by outside reviews <p>Teaching</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics • Other evaluations of teaching effectiveness • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities 	<p>Teaching</p> <ul style="list-style-type: none"> • Leadership in teaching 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, teaching 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 • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities <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

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

	Service <ul style="list-style-type: none"> • Service on departmental, school and institutional, committees • Service to West Virginia 	
	Appointment/Promotion to Professor	Appointment/Promotion to Teaching 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 teaching • Reasonable contributions to service • Record of sustained scholarly achievement 	<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 teaching • Record of sustained scholarly achievement • Record of sustained achievement in service (may include clinical service as appropriate)
Specific guidelines	Evidence of national/international reputation <ul style="list-style-type: none"> • Teaching, 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 organizations Research <ul style="list-style-type: none"> • A long standing high quality research program with significant peer-reviewed extramural funding as PI or co-I.* • 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. • 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 • Appropriate high quality and impact of research work as documented by outside reviews. Teaching <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, teaching in, and 	Evidence of national/international reputation <ul style="list-style-type: none"> • Teaching, 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 Teaching <ul style="list-style-type: none"> • Leadership in teaching 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, teaching 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 • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities • Appropriate high quality and impact of teaching as documented by outside reviews

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

	<p>evaluating educational programs and participating in departmental educational activities including committees</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 teaching effectiveness• Teaching awards• Teaching portfolios• Participation in teaching scholars program or other development activities <p>Service</p> <ul style="list-style-type: none">• Service/leadership on departmental, HSC or institutional committees• Service to West Virginia	<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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* Typically, significant peer-reviewed funding is defined as covering 20-30% FTE.

West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure Professional Programs Tracks

	Professional Programs Tracks (Tenure and Non-Tenure)	
Track names	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 >20% of effort and significant (such as 60%) teaching 	<ul style="list-style-type: none"> SoM faculty with baccalaureate, masters, terminal degrees (including physicians whose major efforts are in education only) Significant contributions in teaching and service (including clinical service if appropriate) Reasonable contributions in research/scholarship
Compensation strategy	<ul style="list-style-type: none"> Use appropriate SoM compensation plan Benchmark to appropriate professional benchmarks 	<ul style="list-style-type: none"> Use appropriate SoM compensation plan 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 master's degree Individuals should hold appropriate State licensure or certification for their field if appropriate Potential for demonstrating significant contributions in teaching, 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 Certification or licensure is required if available Postdoctoral experience or equivalent Significant contributions or potential in research and teaching Reasonable contributions or potential in service 	<ul style="list-style-type: none"> Master's degree or appropriate professional degree Certification or licensure is required if available Significant contributions or potential in teaching and service (including clinical service if appropriate) Reasonable contributions or potential in scholarship
Specific guidelines	N/A	Service <ul style="list-style-type: none"> - Clinical (if appropriate) <ul style="list-style-type: none"> Specialty certification if appropriate Meeting or exceeding clinical service quality indicators - Administrative <ul style="list-style-type: none"> Service on departmental, school and institutional committees Service to West Virginia

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

		Teaching <ul style="list-style-type: none"> • Master's degree in appropriate field • Student/peer evaluations • Other evaluations of teaching effectiveness • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities Scholarship <ul style="list-style-type: none"> • Development of new educational materials • Development of new and/or on-line courses or educational programs
	Appointment/Promotion to Associate Professor and Tenure	Appointment/Promotion to Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Postdoctoral experience or equivalent • Significant contributions in research and teaching • Reasonable contributions in service 	<ul style="list-style-type: none"> • Master's degree or appropriate professional degree • Significant contributions in teaching and service (may include clinical service as appropriate) • Reasonable contributions in scholarship
Specific guidelines	Research <ul style="list-style-type: none"> • 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. • 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. • 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. Teaching <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees 	Service <ul style="list-style-type: none"> - Clinical <ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators - Administrative <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 Teaching <ul style="list-style-type: none"> • Master's or appropriate professional degree in appropriate field for professional programs • Leadership in teaching 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 • Student/peer evaluations • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities Scholarship <ul style="list-style-type: none"> • 3 or more publications since appointment and/or promotion

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

	<ul style="list-style-type: none"> • Student/peer evaluations • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics • Other evaluations of teaching effectiveness • Teaching awards • Teaching portfolios • Scholarship in creating new course material, new courses, new methods of teaching • Participation in teaching scholars program or other development activities <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. • 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 in research and teaching • 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/international reputation • Long-standing record of significant contributions in teaching and service (may include clinical service as appropriate) • Reasonable contributions in scholarship • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of national/international reputation</p> <ul style="list-style-type: none"> • Leadership in national/international professional organizations • Teaching, speaking or moderating at national/international meetings • 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 high quality research program with significant peer-reviewed extramural funding as PI or co-I. 	<p>Evidence of national/international reputation</p> <ul style="list-style-type: none"> • Leadership in national/international professional organizations • Teaching, speaking or moderating at national/international meetings • 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>Service</p> <ul style="list-style-type: none"> - Clinical (if appropriate) • Specialty certification if appropriate

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

	<ul style="list-style-type: none"> • 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 5-10 papers are expected during the period as Associate Professor. • 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 • Appropriate high quality and impact of research work as documented by outside reviews <p>Teaching</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics • Other evaluations of teaching effectiveness • Teaching awards • Teaching portfolios • Teaching, speaking or moderating at national/international meetings • Participation in teaching scholars program or other development activities <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 	<ul style="list-style-type: none"> • Meeting or exceeding clinical service quality indicators <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 <p>Education</p> <ul style="list-style-type: none"> • Leadership in teaching 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 • Student/peer evaluations • Other evaluation of educational effectiveness • Teaching awards • Teaching portfolios • Participation in teaching scholars program or other development activities <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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** 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 may hold positions constrained, determined or limited by (a) specific source(s) of funding for the position, (b) very specific, often time-limited, needs of a particular unit or, (c) effort distribution that does not align with other tracks.

Examples may include:

- faculty whose position is funded primarily by non-state resources to conduct research
- directors of shared resource facilities providing service to the school and university research mission
- faculty who are or have been willing to serve with substantial effort in administrative service

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 related to service, teaching, or research must be demonstrated by faculty members in the Specialty Track in order for promotion in rank to occur.

Lecturer-Track: This is a part-time and temporary 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.

- Eligible faculty must have $\geq 80\%$ effort allocation for teaching as the significant area of contribution with the primary mission to contribute to the teaching programs of the School of Medicine and other health sciences educational needs.
- Criteria for Appointment
 - Position is temporary
 - Appropriate degree and experience as required by the position
 - Potential for significant contributions in teaching
 - Assignments and expectations in the letter of offer

Research-Track: Faculty funded $\geq 95\%$ by non-state funds as part of a specific research project or program are required to demonstrate significance in the area of research with reasonable contributions in service and teaching in order to be granted promotion. Research must be externally reviewed.

Track Name	Research
Eligibility and effort allocation	$\geq 95\%$ research Support is generally from non-state funding sources; limitations of funding may preclude continuation or promotion. Significant area of contribution is research with reasonable contributions in teaching and service.
Compensation strategy	<ul style="list-style-type: none">• Use appropriate SoM compensation plan• Benchmark to appropriate professional benchmarks
	Appointment to Research Instructor
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.• Potential for success in research

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

	Appointment to Research Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Appropriate degree and experience as required for the position • Potential for significant contributions in research • Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty
Specific guidelines	<ul style="list-style-type: none"> • Proven accomplishments and outstanding potential to make significant contributions in research
	Appointment/Promotion to Research Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research. Reasonable contributions in teaching and service.
Specific guidelines	<ul style="list-style-type: none"> • Participate in a research program with extramural funding, as PI, co-I 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 the lead or primary author) or last author (indicating the senior author or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews
	Appointment/Promotion to Research Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research. Reasonable contributions in teaching and service.
Specific guidelines	<p>Evidence of national/ international reputation</p> <ul style="list-style-type: none"> • Teaching, 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 • Serving as a consultant to national/international agencies. • Election to office in national/international professional academic organizations • Service on grant study sections <p>Research</p> <ul style="list-style-type: none"> • Research program with extramural funding as PI, co-PI or co-I • 100% 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 the lead or primary author) or last author (indicating the senior author or a major advisory contribution)

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

Service-Track: Faculty in the service track must have $\geq 60\%$ effort in service. Service is characterized as the utilization of a faculty member's knowledge, skills, and expertise to benefit the department, unit, or community and advance the overarching mission of the School of Medicine as it strives to improve the health, education, and well-being of West Virginians and beyond. Reasonable or significant contributions to teaching and/or research may be expected as outlined in the offer letter. If research is an area of significant contribution, there must be at least 30% contributions in research. If teaching is an area of significant contributions, there must be at least 30% contribution in teaching. The expectations for significant contributions in teaching and/or research will be those outlined in the current school of medicine policy on teaching and/or research. If the faculty member in the service track is assigned less than 20% effort allocation in research and/or teaching, then service will be the only area of significant contribution in this track. In that case, research and teaching will be areas of reasonable contribution.

At the time of promotion review, external reviews of the faculty member's areas of significant contributions will be required. Service contributions can include a wide variety of activities including but not restricted to the delivery and support of educational activities, research and the support of research programs or projects, or administration. Faculty contributions in the service track must be innovative and address the health-related challenges of the local, regional, and global communities. The service must be collaborative in nature and the outcomes and impact of the work be disseminated. The faculty member must have evidence of valuable leadership as a citizen of the department/school/university/ community. Directors of research, resources, or facilities are appropriate examples of service faculty, although not necessarily limited to this track. Not only is the provision of service essential in this track, but this track also emphasizes the impact of the service on those being served. Evaluation must reflect on the quality, significance, impact, intellectual work, and academic and professional citizenship.

Service activities may be partitioned into **intramural** (participation in or creation of organized activities other than teaching or research at the level of department, school, or university that advance the overall land-grant mission), **extramural** (activities in service to administrative agencies and/or professional organizations in the faculty member's discipline that advance the scientific profession), and **public/community service or outreach** that improves the health, education, and well-being of the community. Examples of service activities include but are not limited to:

<i>Intramural Service</i>
<ul style="list-style-type: none">• Serving as the director, or other critical team member, of a research laboratory or other service division within the department, school, or university
<ul style="list-style-type: none">• Developing and/or organizing activities and resources to increase research capacity and expand scholarly activity within the department, school, and/or university
<ul style="list-style-type: none">• Disseminating scholarship, achievements, and/or activities of the department, school, or university to relevant stakeholders (e.g., alumni, dean, division leaders, funders, etc.)
<ul style="list-style-type: none">• Serving as a liaison between the department, school, and/or university with respect to industry-sponsored clinical trials
<ul style="list-style-type: none">• Preparing an intramural or extramural funding application for training, service provision, and/or research to benefit the department, school, and/or university.
<ul style="list-style-type: none">• Development, coordination, or expansion of continuing education programs, professional development programs, research programs, or clinical programs.
<ul style="list-style-type: none">• Programmatic development and/or leadership of mentoring

<i>Public/Community/Extramural Service</i>
<ul style="list-style-type: none">• Organizing educational activities or events for school or community groups (e.g., educational table at a community event, local school STEM competition)
<ul style="list-style-type: none">• Assisting community groups or health agencies obtain funding for research, program evaluation and/or public health programs
<ul style="list-style-type: none">• Disseminating scholarly findings to the media (i.e., radio, television, printed media)
<ul style="list-style-type: none">• Delivery of clinical care to individuals or groups locally or around the state to expand access to specialty expertise of the provider.

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

All WVU Faculty are expected to contribute to the Service mission of the institution. Examples of such service are listed in the table below.

<i>All WVU Faculty Service Expectations</i>
• Membership in a professional organization
• Serving as a peer reviewer for an academic or professional journal
• Serving as an editor or member of an editorial board for an academic or professional journal
• Serving on an NIH, CDC, or other scientific review group
• Serving in an appointed or elected administrative role for a professional organization
• Serving as an abstract reviewer for an academic or professional conference
• Serving on a committee to organize an academic or professional conference
• Serving on a Data Safety and Monitoring Board or other scientific oversight group
• Consulting activities related to one's department, school, or university role
• Serving as a policy advisor for state, local, or federal government
• Leading or serving on a state or national committee or task force
• Serving on a state, regional or national work group or committee drafting standards or guidelines for education, research, clinical practices, etc.
• Advising of professional degree students or student organizations
• Leadership on critical department, school, committee or task forces.
• Establishing collaborative partnerships with other departments, schools, universities, or institutions

Note: Faculty in the Service Track are expected to substantially exceed the minimum listed here under all WVU Faculty Service Expectations, in number, depth, and variety of service, consistent with the assigned workload percentage.

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 must be approved by an appropriate official (such as the Dean or the Dean's Designee).

	Service Tracks (Non-Tenure)		
Track names	Service Track	Service Track (Research Focus)	Service Track (Education Focus)
Eligibility and effort allocation	<ul style="list-style-type: none"> Full time faculty with a primary mission to service that precludes alignment with other tracks. ≥60% service and ≤20% research and/or teaching assignment. 	<ul style="list-style-type: none"> Full time faculty with a primary mission to service that precludes alignment with other tracks. ≥60% service and ≥30% research assignment as areas of significant contribution. Expectation of funding salary commensurate with research effort allocation with external funding or non-state dollars. 	<ul style="list-style-type: none"> Full time faculty with a primary mission to service that precludes alignment with other tracks. ≥60% service and ≥30% teaching assignment as areas of significant contribution.
Compensation strategy	<ul style="list-style-type: none"> Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> Benchmark to appropriate benchmarks
	Appointment to Service Track Instructor	Appointment to Service Track Instructor (Research Focus)	Appointment to Service Track Instructor (Education Focus)
Criteria for appointment	<ul style="list-style-type: none"> Contributions to the efficiency and effectiveness 		<ul style="list-style-type: none"> Contributions to the efficiency and effectiveness

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	<p>of the department, school, and/or university</p> <ul style="list-style-type: none"> For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor Potential for success in service as determined by being enrolled in an advanced degree program 	<ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor Potential for success in service as determined by being enrolled in an advanced degree program 	<p>of the department, school, and/or university</p> <ul style="list-style-type: none"> For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor Potential for success in service as determined by being enrolled in an advanced degree program
	Appointment/Promotion to Service Track Assistant Professor	Appointment/Promotion to Service Track Assistant Professor (Research Focus)	Appointment/Promotion to Service Track Assistant Professor (Education Focus)
Criteria for appointment or promotion	<ul style="list-style-type: none"> Master's degree or terminal doctorate degree and experience as required for the position Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty 	<ul style="list-style-type: none"> Master's degree or terminal doctorate degree and experience as required for the position Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty 	<ul style="list-style-type: none"> Master's degree or terminal doctorate degree and experience as required for the position Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty
Specific guidelines	<ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university Proven accomplishments and potential to make significant contributions in service Significant contributions in service, reasonable contributions in teaching and research/scholarly activity 	<ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university Proven accomplishments and potential to make significant contributions in service and research Significant contributions in service and research, reasonable contributions in teaching 	<ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university Proven accomplishments and potential to make significant contributions in service and teaching Significant contributions in service and teaching, reasonable contributions in research/scholarly activity
	Appointment/Promotion to Service Track Associate Professor	Appointment/Promotion to Service Track Associate Professor (Research Focus)	Appointment/Promotion to Service Track Associate Professor (Education Focus)
Criteria for appointment or promotion	<ul style="list-style-type: none"> A master's or terminal doctorate and degree Significant contributions in service and reasonable contribution in teaching and research depending on letter/effort allocation within the department. 	<ul style="list-style-type: none"> A master's or terminal doctorate and degree Significant contributions in service and significant contribution to research depending on offer letter/effort allocation within the department. 	<ul style="list-style-type: none"> A master's or terminal doctorate and degree Significant contributions in service and significant contribution to teaching depending on offer letter/effort allocation within the department.

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<p>Specific guidelines</p>	<p>Service</p> <ul style="list-style-type: none"> • Contributions to the efficiency and effectiveness of the department, school, and/or university • Appropriate quality and high impact intramural, extramural, and public/community service work as documented by both internal and external reviews • Development of extramural grant proposals (along with being awarded the grant/s and implementing them) that contribute to growth and sustainability within the context of the teaching, research, or service missions. • Acquisition, coordination, and/or development of new resources that enhance teaching, research, or service • Successful development, improvement, or expansion of programs, processes, and policies that enhance teaching, research, or service • Chair or advisory role on department, school, and university committees. • Sustained publication record documented with authorship or with direct acknowledgement of the program, core, or service which supported the work • Documentation of impact of service (including quantity of participants utilizing programs, resources/services) on those being served. <p>Teaching-reasonable contributions may include:</p> <ul style="list-style-type: none"> • Student, resident, fellow, faculty, and/or staff evaluations of teaching/training effectiveness. • Participation in graduate student committees and course instruction 	<p>Service</p> <ul style="list-style-type: none"> • Contributions to the efficiency and effectiveness of the department, school, and/or university • Appropriate quality and high impact intramural, extramural, and public/community service work as documented by both internal and external reviews • Development of extramural grant proposals (along with being awarded the grant/s and implementing them) that contribute to growth and sustainability within the context of the teaching, research, or service missions. • Acquisition, coordination, and/or development of new resources that enhance teaching, research, or service • Successful development, improvement, or expansion of programs, processes, and policies that enhance teaching, research, or service • Chair or advisory role on department, school, and university committees. • Sustained publication record documented with authorship or with direct acknowledgement of the program, core, or service which supported the work • Documentation of impact of service (including quantity of participants utilizing programs, resources/services) on those being served. <p>Research-significant contributions may include:</p> <ul style="list-style-type: none"> • Research awards • Collaboration on scholarly projects within the field of service which must include internal or external grants or contracts that support service-related research 	<p>Service</p> <ul style="list-style-type: none"> • Contributions to the efficiency and effectiveness of the department, school, and/or university • Appropriate quality and high impact intramural, extramural, and public/community service work as documented by both internal and external reviews • Development of extramural grant proposals (along with being awarded the grant/s and implementing them) that contribute to growth and sustainability within the context of the teaching, research, or service missions. • Acquisition, coordination, and/or development of new resources that enhance teaching, research, or service • Successful development, improvement, or expansion of programs, processes, and policies that enhance teaching, research, or service • Chair or advisory role on department, school, and university committees. • Sustained publication record documented with authorship or with direct acknowledgement of the program, core, or service which supported the work • Documentation of impact of service (including quantity of participants utilizing programs, resources/services) on those being served. <p>Teaching-significant contributions may include:</p> <ul style="list-style-type: none"> • Development of education and training programs, workshops, courses, and materials for peers and trainees • Mentoring trainees or faculty through the successful development of an intramural
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West Virginia University School of Medicine Guidelines for Faculty Appointment, Promotion and Tenure

	<ul style="list-style-type: none"> Teaching and training portfolios Documented sustained mentoring of students, residents, fellows, faculty, and/or staff (as appropriate to work assignment) <p>Research-reasonable contributions may include:</p> <ul style="list-style-type: none"> 5 publications since appointment at WVU. These may include peer-reviewed articles, books, case reports, or book chapters Presenting scholarship at local, regional, and national meetings 	<ul style="list-style-type: none"> 8 to 10 peer reviewed publications since appointment at WVU <p>Teaching-reasonable contributions may include:</p> <ul style="list-style-type: none"> Student, resident, fellow, faculty, and/or staff evaluations of teaching/training effectiveness. Participation in graduate student committees and course instruction Teaching and training portfolios Documented sustained mentoring of students, residents, fellows, faculty, and/or staff (as appropriate to work assignment) 	<p>or extramural funding application</p> <ul style="list-style-type: none"> Scholarship in creating new course material, new courses, new methods of teaching Leadership roles in team taught courses, clerkships, or graduate programs Development of external courses, programs, workshops that are disseminated on a regional or national level Teaching awards <p>Research-reasonable contributions may include:</p> <ul style="list-style-type: none"> 5 publications since appointment at WVU. These may include peer-reviewed articles, books, case reports, or book chapters Presenting scholarship at local, regional, and national meetings
	Appointment/Promotion to Service Track Professor	Appointment/Promotion to Service Track Professor (Research Focus)	Appointment/Promotion to Service Track Professor (Education Focus)
Criteria for appointment or promotion	<ul style="list-style-type: none"> A terminal doctorate degree Substantial evidence of national or international reputation in service Long-standing record of significant contributions to service. Reasonable contribution to teaching and research depending on offer letter/effort allocation of department. Record of sustained scholarly achievement Appropriate quality and high impact intramural, extramural, and public/community service 	<ul style="list-style-type: none"> A terminal doctorate degree Substantial evidence of national or international reputation in service and research. Long-standing record of significant contributions to service. Significant contribution to research depending on offer letter/effort allocation of department. Record of sustained scholarly achievement Appropriate quality and high impact intramural, extramural, and public/community service 	<ul style="list-style-type: none"> A terminal doctorate degree Substantial evidence of national or international reputation in service and teaching. Long-standing record of significant contributions to service. Significant contribution to teaching depending on offer letter/effort allocation of department. Record of sustained scholarly achievement Appropriate quality and high impact intramural, extramural, and public/community service

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	work as documented by both internal and external reviews	work as documented by both internal and external reviews	work as documented by both internal and external reviews
Specific guidelines	<p>Service</p> <ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university Providing demonstrable leadership in administrative and committee roles that augment the missions of the department, school, and university as they improve the health, education, and well-being of the local, regional, and global community. Mentorship of junior faculty (if within work assignment) Sustained performance in areas listed in the associate professor category <p>Research-reasonable contributions may include:</p> <ul style="list-style-type: none"> 5 publications since last promotion at WVU. These may include peer-reviewed articles, books, case reports, or book chapters Sustained record of presenting scholarly work at state, regional, and national meetings including workshops, lectures, abstracts, and oral presentations <p>Teaching-reasonable contributions may include:</p> <ul style="list-style-type: none"> Student, resident, fellow, faculty, and/or staff evaluations of teaching/training effectiveness Participation in graduate student committees and course instruction 	<p>Service</p> <ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university Providing demonstrable leadership in administrative and committee roles that augment the missions of the department, school, and university as they improve the health, education, and well-being of the local, regional, and global community. Mentorship of junior faculty (if within work assignment) Sustained performance in areas listed in the associate professor category <p>Research-significant contributions may include:</p> <ul style="list-style-type: none"> Collaboration on scholarly projects within the field of service which must include external grants or contracts that support research. Sustained publication record (greater than 10 articles since last appointment) in high quality journals, books, or book chapters with at least the majority (6) as first or senior author. <p>Teaching-reasonable contributions may include:</p> <ul style="list-style-type: none"> Student, resident, fellow, faculty, and/or staff evaluations of teaching/training effectiveness Participation in graduate student committees and course instruction Documented sustained mentoring of students, residents, fellows, faculty, 	<p>Service</p> <ul style="list-style-type: none"> Contributions to the efficiency and effectiveness of the department, school, and/or university Providing demonstrable leadership in administrative and committee roles that augment the missions of the department, school, and university as they improve the health, education, and well-being of the local, regional, and global community. Mentorship of junior faculty (if within work assignment) Sustained performance in areas listed in the associate professor category <p>Teaching-significant contributions may include:</p> <ul style="list-style-type: none"> Development of education and training programs, workshops, courses, and materials for peers and trainees Teaching/Training Awards Mentoring trainees or faculty through the successful development of an intramural or extramural funding application Scholarship in creating new course material, new courses, new methods of teaching <p>Research-reasonable contributions may include:</p> <ul style="list-style-type: none"> 5 publications since last promotion at WVU. These may include peer-reviewed articles, books, case reports, or book chapters

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	<ul style="list-style-type: none"> • Documented sustained mentoring of students, residents, fellows, faculty, and/or staff (if within work assignment) • Teaching/Training portfolios <p>Evidence of national/international reputation</p> <ul style="list-style-type: none"> • Serving on scientific review committees • Leadership in national/international professional organizations • Serving on editorial boards or specialty boards • Serving on national/international advisory committees • Serving as a consultant to national/international agencies • Teaching, speaking and/or moderating at national/international meetings • Receiving national awards • Scholarship in creating new course material, new courses, or new methods of teaching. 	<p>and/or staff (if within work assignment)</p> <ul style="list-style-type: none"> • Teaching/Training portfolios <p>Evidence of national/international reputation</p> <ul style="list-style-type: none"> • Serving on scientific review committees • Leadership in national/international professional organizations • Serving on editorial boards or specialty boards • Serving on national/international advisory committees • Serving as a consultant to national/international agencies • Teaching, speaking and/or moderating at national/international meetings • Receiving national awards • Scholarship in creating new course material, new courses, or new methods of teaching. 	<ul style="list-style-type: none"> • Sustained record of presenting scholarly work at state, regional, and national meetings including workshops, lectures, abstracts, and oral presentations. <p>Evidence of national/international reputation</p> <ul style="list-style-type: none"> • Serving on scientific review committees • Leadership in national/international professional organizations • Serving on editorial boards or specialty boards • Serving on national/international advisory committees • Serving as a consultant to national/international agencies • Teaching, speaking and/or moderating at national/international meetings • Receiving national awards • Scholarship in creating new course material, new courses, or new methods of teaching.
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Special Appointments

BOG Faculty Rule 4.6 defines adjunct appointments:

<https://policies.wvu.edu/finalized-bog-rules/bog-faculty-rule-4-6-adjunct-faculty>

the adjunct appointments described in this section are courtesy appointments.

Adjunct and Adjunct Clinical Faculty Track (Non-tenure)

Faculty participate in the SoM academic activities as “adjunct faculty” or “adjunct clinical faculty track”. A non-salaried, volunteer faculty member who holds the EdD, PhD, MD, DO or other appropriate professional degree and does not practice clinically should be given the title of “adjunct” (and not “adjunct clinical faculty track” for MD or DO). MD and DO faculty and other clinical faculty with appropriate professional degrees who hold valid unrestricted license to practice clinically and have a teaching or educational program administration allocation should be appointed as “adjunct clinical faculty track.” They must hold a valid unrestricted WV medical or other license and ABMS or AOBIM 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 as assigned by the appropriate department chair or dean’s designee.

Criteria for Courtesy Adjunct Faculty

All adjunct faculty will be appointed as Assistant Professors or if they have previously held with West Virginia University (or another institution) a full-time appointment at a higher rank in which case they will be appointed at the higher rank. **Adjunct faculty desiring promotion must switch to the adjunct clinical faculty track.** Promotion is not available in the adjunct faculty track.

Requirements for appointment to Adjunct Faculty and Adjunct Clinical Faculty Track:

- Completion of professional degree at doctoral level (MD, DO) or a baccalaureate degree for professional programs faculty
- Unrestricted current medical license (or other appropriate license) in WV or other state if their clinical activity is located outside of WV or equivalent if applicable for professional programs faculty if practicing clinically
- Completion of an ACGME accredited residency and specialty fellowship (if applicable)
- Eligibility or Board Certification in specialty or sub-specialty or equivalent if applicable for professional programs faculty. Faculty board certification must be current at all times.
- Completion of application packet and approval of the appropriate department Chair.

Additional Criteria for Adjunct Clinical Faculty Track

Faculty candidates for the track will hold a PhD, MD, DO or other appropriate professional degree and have a defined assignment in teaching depending on accreditation requirements. Faculty must hold a valid unrestricted WV medical or other license and current ABMS or AOBIM board certification, or the appropriate credentials as defined for paid faculty. Faculty must maintain privileges at the appropriate hospital facility for their clinical practice. Faculty must meet one of the following criteria:

- Residency or Fellowship program director or associate program director. Required administrative and teaching FTE must be documented in offer letter and strictly adhered to.
- Residency or Fellowship core faculty. Required administrative and/or teaching FTE must be documented in offer letter and strictly adhered to.
- WVU SoM Course or Clerkship Director. Required administrative and/or teaching FTE must be documented in offer letter or annual letter of renewal and strictly adhered to.
- Other SoM teaching or administrative faculty. Required administrative and/or teaching FTE must be documented in offer letter or annual renewal letter and strictly adhered to.

- If appointed as a voting member of a SoM committee, that should be documented in the offer letter or annual letter of renewal if added after the initial appointment.

Should a faculty member in the adjunct clinical faculty track wish to pursue promotion in rank, they must notify their Chair and Dean Designee so that they may keep a record of their activities, annual reviews, etc. that are needed for promotion. This request should be received at least 3 years prior to the seeking promotion for associate clinical adjunct professor track and at least 4 years prior to seeking promotion for full clinical adjunct professor track.

Criteria for promotion for adjunct clinical faculty track will follow the timeline and criteria for SoM Clinician Track or Professional Programs Clinical/Health Sciences Educator depending upon the degree and assignment.

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. Financial 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. They are not permitted to engage in clinical activity without a valid license.

Emeritus Faculty (West Virginia University Board of Governors Rule 4.2 Section 10. on Awarding of Emeritus Status; adopted April 20, 2018, Effective May 14, 2018)

Retired or retiring faculty who meet the requirements of meritorious contributions to the University and who normally have served the University for least 10 years 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 Governors, 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.