

West Virginia University School of Medicine

Guidelines for Faculty Appointment, Promotion and Tenure

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Overview

General Statement

This document was originally prepared (and has since been revised) by and for faculty who report to the Dean, West Virginia University School of Medicine. All appointments to this faculty must be approved by the Dean of the School of Medicine. Information contained herein supplements West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure, and specifies more precisely some requirements and definitions relevant for those faculty. It also explains the conditions of the Clinical Track (non-tenure) and the Specialty Track (non-tenure) in the School of Medicine. Nothing in the document is intended to conflict with general university policies, except where differences have been approved by the President of West Virginia University or his designee.

This document will take effect for all School of Medicine faculty upon approval by a majority of the faculty of the School of Medicine, the Dean of the School of Medicine, the Vice President for Health Sciences, and upon acceptance by the Provost.

WVU faculty personnel actions are governed by policies of the West Virginia Higher Education Policy Commission and the West Virginia University Governing Board. The Governing Board may delegate responsibility for specific decisions and implementation to the President of West Virginia University or his designee. Accordingly, the best sources for detailed information regarding Appointment, Evaluation, Promotion and Tenure of Faculty are the West Virginia Higher Education Policy Commission Series 9, the West Virginia University Board of Governors Policy #2, the WVU Faculty Handbook (Current edition), and particularly the current version of *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*. The latter document is distributed annually to all WVU faculty members by the Provost and Vice President for Academic Affairs and Research. The current version appears as Appendix I of this document. These documents collectively provide the personnel action information essential for Chairpersons, members of department/division Promotion and Tenure Committees, and individual faculty members. Some additional procedural suggestions, clarifications and definitions for chairs and faculty of the School of Medicine are provided in Appendix II.

The importance of maintaining effective processes for appointment, evaluation, promotion and tenuring of faculty cannot be overestimated. The success or failure of the School of Medicine in all of its missions depends on how well these functions are performed. Having clear written guidelines with stated expectations for faculty performance, and reliable and fair Promotion and Tenure processes in place allows the School of Medicine and individual departments to effectively integrate faculty development, evaluation, retention, and promotion with their vision, mission, and strategic planning. Evaluation information generated by Promotion and Tenure Committees can be used for:

1. Faculty development (e.g., performance feedback, identification of strengths, and specific needs for improvement and development).
2. Faculty assessment (e.g., recognition of outstanding performance, promotion, retention, merit, and incentive decisions).
3. School of Medicine maintenance functions (e.g., planning, identification, and assessment of goals; determining future development needs).

4. Documentation (e.g., documentation of faculty personnel actions). Systematic, consistent and fair promotion and tenure processes enhance individual and departmental goal attainment, assist the School of Medicine in service to patients, students, and communities, and serve to retain and reward competent and committed faculty.

The Faculty Evaluation Process

The process of faculty evaluation at the School of Medicine is intended to fulfill the above goals; it follows the process outlined by the University (Appendix I) and includes the following three components:

1. Annual Evaluation
2. Evaluation for Promotion in Rank
3. Evaluation of Tenure-Track Faculty for Award of Tenure

Responsibility for the evaluation process is shared by members of the University community. Each faculty member has primary responsibility for record keeping and presentation of her/his work. Initial evaluation and review at the department/division level is by the Chairperson, and by a committee of faculty peers. Subsequently, for any action other than continuation, recommendations of these reviewers are considered by faculty on the School of Medicine Promotions and Tenure Committee and by the Dean (or his designated Associate Dean), then by the Vice President for Health Sciences. School of Medicine decisions are reviewed by the University Promotion and Tenure Advisory Panel, which advises the Vice President for Health Sciences.

Criteria for Promotion and Tenure Decisions

Faculty members are expected to contribute to the missions of specific departments, the School of Medicine, and sometimes other academic units of the University. Since teaching, research, and service constitute the heart of the mission of the School of Medicine at West Virginia University, faculty responsibilities are assigned and evaluation is based primarily on activities in these three areas. These activities result in products which may be evaluated and compared with those of peers in medicine and related health science fields at other institutions of higher learning. Scholarship is an important indication of activity in each of these three areas; it occurs in a variety of forms, and is not restricted to the research area. Depending upon one's discipline and the unit's guidelines, publication of scholarly findings could be appropriate in any or all of the three areas. In addition, faculty members are expected to keep current in their fields as basic support for all of their work.

Excellent general definitions of teaching, research and service are provided by the University Policies and Procedures... document (Appendix I); the present document expands and clarifies those definitions for School of Medicine Faculty. Activities of faculty in the School of Medicine are sufficiently diverse as to require several faculty 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; no hierarchy of value is intended nor implied for any track. They only exist to accommodate the diversity of faculty activities and institutional needs. Formal definition of these faculty appointment tracks, and clarification of the meanings of teaching, research and service in the context of each track, form the remainder of this document.

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One issue which impacts across boundaries of teaching, research and service activity for some School of Medicine faculty is Outreach. Outreach refers to professional responsibilities (primarily related to clinical care, teaching, or administration) conducted at a site remote from the faculty member's home campus (Morgantown or Charleston). Outreach activities further the mission of the School of Medicine and/or the University to the State of West Virginia. Outreach is an assigned duty, generally of a regularly recurring nature; it may or may not be continuous, but is of sufficient duration to require a significant amount of faculty time.

Because the School of Medicine Promotion and Tenure Committee must evaluate productivity of faculty members involved in outreach activities, it is essential that departmental Promotion and Tenure Committees and/or Departmental Chairpersons develop appropriate criteria, consistent with this document, for evaluation of faculty at remote sites. They also must document fully the nature and importance of assigned outreach activity, and the amount of time spent by the faculty member in this activity. Should an outreach assignment alter the usual expectations for teaching, research, and service productivity, this should be clearly explained in a separate paragraph in the faculty member's annual evaluation. In some cases it may require approval of the Vice President for Health Sciences.

The Promotion and Tenure Committee strongly believes any individual who occupies an academic faculty position in the WVU School of Medicine must strive for excellence in teaching and demonstrate measurable scholarly activity in addition to providing clinical services. The Committee feels that these activities can be carried out in outreach settings. It is essential, however, that Chairpersons provide to faculty with outreach assignments, adequate time and encouragement to accomplish scholarly work and provide opportunities for each faculty member to participate in teaching.

Definition of Faculty Appointments

1. Tenure Track faculty

- a) Basic sciences or clinical sciences faculty—tenure track/research emphasis.
- b) These are full-time faculty having major commitments to research and teaching.
- c) Professional Programs faculty—full time faculty with a primary focus on teaching students in any of the Professional Programs Division of the School of Medicine; these include Physical Therapy, Occupational Therapy, Exercise Physiology, Community Health Promotion, Public Health and Medical Technology.

2. Clinical Track faculty (non-tenure)

- a) Full-time or part-time faculty holding primary appointments in clinical departments who devote the majority of professional effort to clinical service and teaching.
- b) Full-time or part-time faculty holding primary appointments in the Professional Programs Division who usually, but not always, devote the majority of professional effort to clinical service.

3. Specialty Track faculty (non-tenure)

- a) Full-time or part-time faculty whose appointment defines a specific, often restricted range of duties in research or service, where these duties are not the same as those expected of a tenure track or clinical emphasis track faculty member.

4. Special Appointments (non-tenure)

- a) Adjunct and Clinical faculty-volunteer faculty who receive no direct compensation
- b) Lecturers-full time or part time appointees with major commitment to teaching
- c) Visiting faculty
- d) Emeritus faculty
- e) Joint Appointments

General Policies

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

1. Each department, division, and/or program Chairperson has responsibility for determining for each faculty member (in consultation with them) his/her teaching, research, and service assignments at the time of appointment and annually thereafter. Personnel files must reflect these assignments and the resultant achievement of the faculty member in the various areas at the time of each annual review. Each faculty member is responsible for providing information annually to update the personnel file in accordance with University guidelines.
2. The interval between promotions (or between initial Appointment and Promotion) will ordinarily be at least five years.
3. Promotions will be based primarily on achievement since the previous promotion (or appointment).
4. A faculty member whose application for promotion is unsuccessful must wait at least one full year after the decision is rendered before submitting another application.

Guidelines for Faculty Appointment Tracks

Tenure Track: Basic Sciences or Clinical Sciences

Introduction

The faculty member who accepts an appointment to or seeks promotion within this track (Tenure Track with research emphasis) must have a major commitment to academic research and teaching, as well as interest and willingness to participate in service. In evaluating quantitative research output, especially below the rank of professor, the School of Medicine Promotion and Tenure Committee takes into account the substantial service responsibilities of some clinical science faculty. This in no way negates the requirements for productive research and scholarship, and teaching.

Faculty members in the tenure track are usually appointed without tenure, although appointment with tenure is possible. The *WVU Policy and Procedures... Document* (Appendix I) identifies conditions for such exceptions.

Definitions

Teaching: Teaching involves the dissemination of knowledge and the stimulation of critical thinking. Teaching is broadly defined to include not only traditional modes of instruction such as the classroom lecture, but also modes such as 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.

The prime characteristics of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences and diversity, and, above all, the ability to stimulate and cultivate the intellectual interest and enthusiasm of students.

Documentation for evaluation of teaching performance might include the collective judgment of students, peer faculty, course coordinators, Chairs, and any other colleagues who have visited the faculty member's classes and have direct knowledge of his/her teaching skill. It might also include teaching awards; analyses of course content and other products produced for teaching, such as textbooks or videotapes; the development or use of instructional technology and computer-assisted instruction; pedagogical scholarship in refereed publications; instructional media of high quality; studies of success rates of students taught; or other evidence deemed appropriate and proper by the department and school.

Research/Scholarly Activity: Research involves the creation and synthesis of knowledge, the creation of new approaches to understanding and explaining phenomena, the development of new insights, the critical appraisal of the past, and the application of knowledge and expertise to address needs in society and in the profession. Research is a critical component of the mission of the School of Medicine and of the University. Research contributes to the general body of knowledge, thus infusing instruction, patient care, and public service with rigor and relevance. It

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validates the concept of the teacher-scholar. Research may be discipline-focused and individual, or interdisciplinary and collaborative. In most disciplines, certainly in the basic and clinical sciences, refereed publications (print or electronic) of high quality are expected as evidence of scholarly productivity. Quality of scholarly products is considered more important than mere quantity, although there certainly is an expectation that a faculty member will remain reasonably and regularly productive in scholarship. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works, and to seek (and ideally, maintain) support for their work from appropriate extramural and intramural sources. While evidence of scholarly activity for the clinical track (below) may well differ in type from that of tenure track faculty, recognition of such activity as scholarship requires that its results be published.

Recognition of research accomplishment comes as a result of past and present national or international contributions and may result in increased personal productivity as well as recognition to the University. Examples of such recognition include ability to attract grants, contracts, or other extramural funding; invitations to edit or review for national journals; invited service on national research advisory or review panels; and invitations to give state-of-the-art lectures at national meetings, to organize symposia, to serve as visiting professor at other institutions, and/or to serve as moderator or session chair at national scientific meetings.

Service: Service activities involve the application of the benefits and products of teaching and research to address the needs of society and the profession. These activities include service to the University, region and state; service at the national and international level; and service within one's own academic unit. At the School of Medicine, service can be subdivided into three distinct types.

1. **Clinical service** includes professional activities primarily related to patient care. These are an integral part of a particular faculty member's academic position and represent a significant part of the work of physicians, even those in the tenure track. Examples include all forms of patient (hospitalized or ambulatory) evaluation and care, autopsy service, medical image interpretation, and others.
2. **Administrative and/or educational service** includes intramural committee and administrative work critical to functioning of the School of Medicine and its patient care sites, including affiliated Hospitals, the Health Sciences Center, and the University. Examples are serving on Admissions or Infectious Disease Committees, managing (not teaching) continuing education courses, recruiting activities, and many Chairperson responsibilities.
3. **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 where her/his professional judgment is required for service. Examples are service to state or national health organizations (e.g., American Lung Association, WV Cancer Society), or state and local professional organizations (e.g., WV Academy of Pediatricians). Community service involved with improving the health of members of the community would be considered service while civic club activities, hobbies, sports, or non-professional interests are not considered criteria for promotion.

Faculty also provide significant extramural service as grant and manuscript reviewers; as officers in national/international professional organizations, as members of specialty groups that construct, administer and evaluate examinations for professional certification. They organize and participate in state, regional, national, and international conferences that deal with a host of public concerns in education, science and medicine.

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Instructor

1. This is viewed as a temporary position; where feasible, appointment at Assistant Professor rank should be considered.
2. This rank is generally held by individuals who have recently completed a doctoral program. For clinical sciences faculty, instructors should be board eligible. Potential for success in service, teaching, and research as defined above should be used to evaluate candidates.

Assistant Professor

1. This is the usual rank for faculty in their first appointment. It is expected that that they will not be equally experienced in teaching, research and service, but should have the potential to make **significant contributions*** in all three areas for appointment at this rank.
2. Board certification for physicians is recommended; board eligibility is required except in extraordinary circumstances.
3. Postdoctoral experience (or equivalent) is required for basic science faculty.
4. Appointment as (or rarely, promotion to) assistant professor requires proven accomplishments in at least one of the areas of teaching, research, or service.

Associate Professor

1. Board certification (or equivalent qualification) is required for physicians except in extraordinary circumstances.
 2. Candidates for Associate Professor must have demonstrated **significant contributions*** in research and teaching, and **reasonable contributions*** in service, and must meet all other requirements
 3. A faculty member in the tenure track who is eligible for promotion to Associate Professor must be considered eligible for tenure. In all but exceptional cases, these actions should be recommended simultaneously. Except in extraordinary circumstances, tenure is not granted below the rank of Associate Professor.
 4. External evaluations of research are required (see Appendix I).
- **The terms “*significant contribution*” and “*reasonable contribution*” have precise meanings in this context. See WVU *Policy and Procedures... Document (Appendix I)* for definitions.**

Professor

1. The primary consideration for promotion to Professor is national and/or international recognition of the candidate in any one of the three areas of teaching, research, and service. Examples of activities that provide evidence of such national recognition

include, but are not limited to, serving on editorial boards, grant study sections, specialty boards, national advisory committees, election to office in national or international professional academic organizations, invitations to present seminars at other institutions or national meetings.

2. There must be evidence of sustained **significant contributions*** in the two areas of research and teaching, and all other requirements must be met.
 3. There must be a sustained record of **reasonable contributions*** in service.
 4. External evaluations of research are required (see Appendix I)
- The terms “*significant contribution*” and “*reasonable contribution*” have precise meanings in this context. See *WVU Policy and Procedures... Document (Appendix I)* for definitions.

Clinical Track (Non-tenure)

Faculty ranks/qualifications/requirements

Faculty members who elect the clinical track must be heavily committed to clinical service as well as teaching. Individuals in the clinical emphasis track 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. Clinical track faculty have all rights and privileges of academic freedom and responsibility.

Definitions

Clinical service: This is the most important area for evaluation of faculty in the clinical track. Clinical service includes professional responsibilities primarily related to patient care and/or diagnostic service. These responsibilities are an integral part of the faculty member’s academic assignment. Examples include all forms of hospitalized or ambulatory patient care, autopsy service, radiologic evaluation, and others. The term significant contributions in clinical service connotes peer esteem for one’s clinical judgment and skill as evidenced by referrals, requests for consultation, and participation in forums for discussion of clinical problems. Consideration is given to measuring quality of the clinical care as well as quantity. Departments may consider specific numbers of hours, dollars generated, rotations served, or similar indices as part of their evaluation of this area; these will be defined at the departmental level. Other categories of service are defined above (see under tenure track).

Teaching in the clinical track will often resemble the definition above (under the tenure track) but will usually be heavily weighted toward small group or one-on-one instruction of students and/or residents in clinical settings.

Research includes professional activities such as clinical or bench research, scholarly writing and other creative activities. To fulfill promotion criteria, the results of such activity must be disseminated so that they may be utilized and evaluated by the medical community and general public. Examples of such dissemination include publication in professional journals, books,

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chapters, electronic and possibly other media. When compared with the tenure track, evaluation criteria for this track will not require that the candidate perform as principal investigator on investigator-initiated research projects.

For scholars in the clinical track, it is appropriate and expected that they will publish case studies, bench research reports, innovations in health care, literature reviews, book chapters and/or descriptive reports on innovations in teaching and/or service. Scholarly accomplishment is also recognized by invitations to serve on editorial boards, review manuscripts for publication, serve on residency review committees, organize or serve as a moderator for symposia or professional meetings, serve as a visiting professor at other institutions, and by attracting extramural grant support to fund scholarly endeavors and clinical programs.

Instructor

1. This is viewed as a temporary position; where feasible, appointment at Assistant Professor rank should be considered.
2. This position is generally held by individuals who have just completed a doctoral training program. Instructors should be Board eligible. Potential for success in service, teaching, and research as defined above should be used to evaluate candidates.

Assistant Professor

1. This is the usual rank for faculty in their first appointment. It is expected that they will not be equally experienced in teaching, service and research, but should have the potential to make **significant contributions*** in at least two of these areas (service must be one of these).
2. Board certification is recommended for physicians. Board eligibility is required except under extraordinary circumstances.
3. Promotion (or Appointment) to assistant professor will require proven accomplishments in at least one of the areas of teaching, service, or research.

Associate Professor

1. It is expected that candidates for Associate Professor will have demonstrated **significant contributions*** in two areas (usually teaching and service), and **reasonable contributions*** in the third (usually research/scholarship).
2. Board certification (or equivalent certification) is required except in extraordinary circumstances.

Professor

1. The primary consideration for promotion to Professor is substantial evidence of state, regional, national and/or international recognition in one of the three areas of clinical service, teaching or research. Specific examples of recognition include service on editorial boards, grant study sections, or specialty boards; serving on state, regional, or national advisory committees; being an officer in state, regional, or national professional organizations; or serving as a consultant to state, local, or national agencies

2. The candidate should have a long-standing record of **significant contributions*** to teaching and service.
 3. There should a record of sustained scholarly achievement documented by publications.
- **The terms “significant contribution” and “reasonable contribution” have precise meanings in this context. See WVU Policy and Procedures... Document (Appendix I) for definitions.**

Tenure Track: Professional Programs

The Professional Programs faculty member who accepts an appointment to or seeks promotion within the tenure track must have a major commitment to teaching and research (scholarship). Professional Programs faculty are those with primary responsibility in the following programs: Occupational Therapy, Exercise Physiology, Physical Therapy, Medical Technology, Community Health Promotion, and Public Health. The initial appointment letter should identify faculty as Professional Programs faculty for purposes of Promotion and Tenure review. Generally, faculty in any of the professional programs have heavy teaching and service obligations.

Appointment and Promotion Qualifications/Definitions

Each department, division, and/or program Chairperson will determine, in consultation with the faculty member, the teaching, research, and service assignments for that faculty member. The letter of appointment for each faculty member should describe in detail the initial requirements and expectations for the position, and subsequent annual reviews should update this information. 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 and in years when the faculty member is being proposed for promotion and/or tenure. Each faculty member is responsible for providing an updated personnel file in accordance with University guidelines.

The bases for promotion in the Professional Programs include continuing professional development and significant contributions in at least two of the three major areas of teaching, research (scholarship), and service, and reasonable contributions in the third. For tenure, the areas of significant contribution must be teaching and research (scholarship). Activities that should be considered in evaluating teaching, research, and service for Professional Programs faculty are different enough from those of faculty in other tracks to be listed separately below:

Teaching: Activities to be considered in evaluating teaching include, but are not limited to, the following:

1. Teaching students in the classroom, laboratory, and clinical setting.
2. Developing curriculum (e.g., major course revisions, new course creation, writing course objectives, improving materials/methods (including evaluation)).
3. Counseling students.

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4. Facilitating teaching efforts of other faculty (e.g., helping to assess teaching objectives or evaluation methods, providing content for courses, other appropriate activities).
5. Efforts at improving personal teaching skills.
6. Evaluating the faculty member's teaching by peers, students, and other faculty; recognition of teaching competence by invitations to organize and/or participate in workshops, panel discussions, and other activities of state, regional, and national meetings.
7. Participating in short courses seminars, grand rounds, and other activities.
8. Serving as a guest lecturer in another department, school, or institution.

Documentation of teaching effectiveness may include, but is not limited to, student evaluations, peer evaluations, and evaluations by the Chairperson. Documentation cannot be limited to only student evaluations.

Research (Scholarship): Research activities include, but are not limited to, the following:

1. Publication of books, monographs, manuals, or articles. These may be in print, electronic, audiovisual, or other formats. Investigator-initiated scholarly work published in peer-reviewed journals will carry the greatest weight.
2. Reviews of scientific articles for books or for appropriate professional journals; external reviews of proposals for granting agencies.
3. Development of educational materials for workshops, short courses, and symposia.
4. Participation in clinical, educational, or basic science research projects as evidenced by publications, and/or continued grant support.
5. Attainment of advanced certification by appropriate specialty body.

Documentation of scholarly activities and research may include but is not limited to, published material (quality is the primary consideration), external letters submitted to support the quality of the scholarly activity, educational materials developed, and evidence of service to editorial boards, and journal reviews.

Service: Recognizing that faculty members participate in a variety of types of service, the following definitions are provided:

1. **Clinical service:** Includes professional responsibilities that are primarily related to patient care and/or diagnostic service. These responsibilities may be an integral part of that particular faculty member's academic position.
2. **Administrative service:** Includes committee work and/or activities related to the organization and function of Affiliated Hospitals, School of Medicine, Health Sciences Center, or the University. Examples would be serving on departmental, college, or university committees; service on graduate student committees; or serving on student and faculty recruitment committees.
3. **Professional service:** Includes activities and holding offices in local, state, regional, and national professional organizations. Examples would include: Development of, or participation in, University-sponsored conferences, workshops, and continuing

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educational programs; participation in public meetings as a speaker or panelist within the faculty member's professional field, production of radio and television programs; advising and counseling with public service agencies.

Documentation for service should include, but is not limited to, a listing of activities such as those described above.

Instructor

1. This is viewed as a temporary position; where feasible, appointment as Assistant Professor should be considered.
2. Potential for demonstrating significant contributions in service, teaching, and/or research are to be used for evaluating candidates.

Assistant Professor

1. Certification and/or licensure (if available) is required except under extraordinary conditions. A Master's (or higher) degree is required.
2. Promotion (or appointment) to assistant professor will require the potential for demonstrating **significant contributions*** in one or more of the three areas of teaching, service, and research or scholarship (as described above).

Associate Professor

1. Promotion to associate professor (with tenure) requires **significant contributions*** in the areas of teaching and research (scholarship) and reasonable contributions* in service.
2. A master's (or higher) degree from an accredited institution is required.

Professor

1. The primary consideration for promotion to Professor is substantial evidence of state, regional, national and/or international recognition in one of the three areas of service, teaching or research. Some examples of such recognition include but are not limited to serving on editorial boards, grant study sections, specialty boards; serving on state, regional, or national advisory committees; being an officer in state, regional, or national professional organizations; serving as a consultant to state, local or national agencies; and being invited to make presentations at national meetings.
 2. Promotion to professor will require **significant contributions*** in teaching and one other area, either service or research (scholarship).
 3. A doctoral degree from an accredited institution is required.
- **The terms “significant contribution” and “reasonable contribution” have precise meanings in this context. See WVU Policy and Procedures... Document (Appendix I) for definitions.**

Clinical Track (Non-Tenure): Professional Programs

Faculty ranks/qualifications/requirements

Faculty who choose the clinical emphasis track must be heavily committed by choice to service as well as teaching; in most cases service will be in the form of clinical service. Faculty in the clinical emphasis track are not subject to the seven-year probationary period of the tenure track, and promotion to senior ranks is not a requirement for institutional commitment and career stability. Faculty members in the clinical emphasis track will 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/Division Chairperson and Dean. Clinical-track faculty have all rights and privileges of academic freedom and responsibility.

Instructor

1. Individuals at this level should hold appropriate State licensure or certification for their field. This position is viewed as a temporary one; where feasible, appointment as Assistant Professor should be considered.
2. Potential for demonstrating significant contributions* in service, teaching, and/or research are to be used for evaluating candidates.

Assistant Professor

1. Certification and/or licensure (if available), is required except in extraordinary cases. A master's (or higher) degree is required.
2. It is expected that faculty being appointed (or promoted) to assistant professor will have the potential for demonstrating significant contributions* in one or more of the three areas of teaching, service, and scholarship

Associate Professor

1. Promotion (or appointment) to Associate Professor requires significant contributions* in two of the three areas of service, teaching, or scholarship and reasonable contributions* in the third area. The areas in which significant contributions are expected must be established in letters of agreement between the faculty member and his/her Chairperson and the Dean.
 2. A master's (or higher) degree from an accredited institution is required.
- The terms "significant contribution" and "reasonable contribution" have precise meanings in this context. See WVU Policy and Procedures... Document (Appendix I) for definitions.

Professor

1. The primary consideration for promotion to Professor is substantial evidence of state, regional, national and/or international recognition in one of the three areas of service, teaching or research. Some examples of such recognition include, but are not limited to, serving on editorial boards; grant study sections; specialty boards, by serving on state, regional, or national advisory committees; by being an officer in state, regional, or national professional organizations; by serving as a consultant to state, local or national agencies, or invited presentations at national meetings.
 2. Promotion to professor will require **significant contributions*** in teaching and one other area, either service or scholarship, and **reasonable contributions*** in the third.
 3. A doctoral degree from an accredited institution is required.
- **The terms “*significant contribution*” and “*reasonable contribution*” have precise meanings in this context. See *WVU Policy and Procedures... Document (Appendix I)* for definitions.**

Specialty Track (Non-tenure)

Among the faculty of the School of Medicine are a few individuals who contribute substantially to the mission of the School of Medicine in a variety of ways but whose assigned duties do not fit those expected of either a tenure track or clinical track faculty member. A Specialty Track is available to accommodate such faculty members. “Specialty-track” faculty hold appointments which are not subject to consideration for tenure, regardless of the number and nature of, or time accumulated in, such appointments. These faculty members often hold positions whose duration is constrained, determined or limited by (a) specific source(s) of funding for the position, or by (b) very specific, often time-limited, needs of a particular unit. Specialty-track appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.

The Specialty Track at WVU School of Medicine is designed to accommodate persons who are hired to perform duties that make appointment in either the tenure-track or the clinical-track inappropriate. These faculty members may have only one area in which they are expected to make significant contributions, or their assignments may preclude promotion in either the tenure-track or the clinical-track. The letter of appointment becomes a critically important document for these faculty. It must clearly indicate why the faculty member cannot be accommodated in either the established tenure track or clinical non-tenure track. The appointment letter and later, annual review documents, must address the requirements for the position and describe specific expectations in order for promotion to occur. The appointment letter should be reviewed by an appropriate official (such as the Dean or a designated Associate Dean) before being issued.

Although appointment to this track should be considered only rarely (when faculty do not fit into other tracks), the few faculty members appointed in the Specialty Track should be able to reach their full potential as faculty members within it. Accordingly, it will not be possible to readily switch from the Specialty Track to either the tenure track or the clinical track or from the tenure track or the clinical track to the Specialty Track. In extraordinary circumstances, a qualified individual may request that he/she be allowed to switch to or from the Specialty Track. Such an exceptional request must be approved by the Chair, the Dean, and the Vice President for Health Sciences,

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and must represent a distinct change of direction of the career of that faculty member. Such a change should never replace an open, competitive search for new faculty members.

Annual evaluation criteria for Specialty-track faculty will be established to accommodate his/her specific assignments as described in the letter of appointment and in subsequent annual documents that identify departmental responsibilities in teaching, service, and/or research. Note that according to Board of Trustees' policies, it is not possible to appoint regular faculty to this or any other track with teaching as the majority of one's assignment and the only area of significant contribution.

Scholarship must be demonstrated by faculty members in the Specialty Track, regardless of their area of significant contribution, in order for promotion in rank to occur. Scholarship is the hallmark of faculty members at a major academic institution and, indeed, is the one characteristic that defines a faculty member from a non-faculty person doing quite similar work. Regardless of the type of scholarship, results must be disseminated (published) so that they may be utilized and evaluated by the medical community and/or the general public.

Specialty Track (Non-tenure): Research Faculty

Research Faculty: Research Instructor, Research Assistant Professor, Research Associate Professor, Research Professor

1. These are primary research appointments, usually with minimal service and/or teaching responsibilities.
2. Support is typically from non-state funding sources; limitations of funding may preclude continuation or promotion.
3. Promotion guidelines are similar to those for the tenure track but with heavy emphasis on quality and productivity in research and scholarship, with less focus on service and teaching.

Specialty Track (Non-tenure): Service Faculty

Service Faculty: Instructor (Service), Assistant Professor (Service), Associate Professor (Service), Professor (Service)

1. These are primary service appointments, usually with minimal research and/or teaching responsibilities.
2. Support is typically from non-state funding sources; limitations of funding may preclude continuation or promotion.
3. Promotion guidelines are similar to those for the tenure track but with heavy emphasis on quality and productivity in particular areas of service, with less focus on teaching and research.

Specialty Track (Non-tenure): Research or Service

Faculty Ranks/qualifications/requirements

Instructor

1. This is viewed as a temporary position; where feasible, appointment as Assistant Professor should be considered.
2. This rank is generally held by individuals who have recently completed a graduate or professional program but do not at the time of appointment have the credentials necessary for appointment as an assistant professor. Physicians should be Board eligible. Potential for success in service or research as defined in several sections above should be used to evaluate candidates.

Assistant Professor

1. This is the usual rank for faculty in their first appointment. It is expected that they will not be equally experienced in research and service, but should have proven accomplishments and outstanding potential to make significant contributions in at least one of these two areas.
2. Board certification is recommended for physicians. Board eligibility is required except under extraordinary circumstances.
3. Postdoctoral experience or equivalent experience ordinarily is required for basic science faculty.

Associate Professor

1. It is expected that candidates for associate professor will have their primary assignment in, and will have demonstrated **significant contributions*** in one of the areas of research or service, as specified in the letter of appointment and annual reviews/assignments.
2. Board certification or equivalent certification will be required for physicians except in extraordinary circumstances.

Professor

1. The primary consideration for promotion to Professor is substantial evidence of state, regional, national and/or international recognition in one of the two areas of service or research.
2. The candidate must have a long-standing record of **significant contributions*** in the area of his/her principal specialty as described in the letter of appointment. The quality of

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the significant contribution should be documented readily by the published scholarship of the faculty member.

- **The terms “*significant contribution*” and “*reasonable contribution*” have precise meanings in this context. See *WVU Policy and Procedures... Document (Appendix I)* for definitions.**

Changing Tracks

New faculty appointees, with advice and support from their Chairperson and the Dean, are expected to consider very carefully which academic track is most appropriate to their training and probable assignments as faculty members. Careful selection of track at the time of initial appointment should obviate the need for subsequent changes in all but exceptional cases. Individuals who do decide that their initial choice of the clinical emphasis (non-tenure) track, the specialty (non-tenure) track, or the traditional research emphasis (tenure) track was inappropriate will be permitted one opportunity to change tracks.

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 Chairperson (for joint appointees, relevant Chairs must agree), the Dean and/or the Vice President for Health Sciences. Input from the School of Medicine Promotions and Tenure Committee may be requested as needed.
3. The request must be initiated, considered and approved before the annual review deadline for documentation (of a particular cycle) if a faculty member is to be considered for a promotion or tenure decision.
4. A tenure track faculty member who is not awarded tenure by the identified "critical" year is not eligible for transfer to the non-tenure track.
5. Should a faculty member switch to the tenure track, the probationary period for the awarding of tenure will begin at the time the tenure track position is assumed, normally the beginning of the next contract year. Years spent in a non-tenure track will not be included as part of the probationary period in the tenure track unless specifically requested. 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 described in the West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure, Section IV, "With Credit".

Special Appointments

Adjunct and Clinical Faculty (Non-tenure)

Every School of Medicine relies heavily on individuals who provide service to the School without direct compensation. These include medical practitioners, academic physicians, basic scientists, and other health sciences professionals who provide a multitude of services to the School on a voluntary or cooperative basis.

Volunteers who participate in any of the academic activities of the School of Medicine may be recognized (by departments and/or the dean) by receipt of faculty appointments. For these individuals, the term "adjunct" or "clinical" should precede their academic rank (i.e. Adjunct Professor of Physiology and Pharmacology or Clinical Assistant Professor of Neurology) to identify their role in the institution. Participation by volunteer faculty includes regular contact with students or residents in an educational and/or clinical setting, interacting with School of Medicine faculty, students and residents through research, teaching and service, and contributing in other ways to the Department, the School of Medicine, or to the University.

It is impossible to establish specific criteria for these appointments appropriate for every department or division, and discretion must be (and is) left to each academic unit within established guidelines to determine appointment, continuation and promotion of these individuals. Evaluations of clinical and adjunct faculty should be conducted annually at the departmental level.

Faculty ranks/qualifications/requirements

The criteria for appointment (and rank) of volunteer faculty will, so far as possible, be those of either the tenure or clinical track, or of a professional program, whichever is most appropriate for a particular individual. The criteria for promotion of volunteer faculty are less well defined than for full-time paid faculty. Therefore, the initial rank should be carefully considered when the individual is appointed. General University rules for promotion apply to these faculty so that, for example, the interval between promotions in the volunteer faculty track should be at least five years, and promotion should be based primarily on accomplishments since appointment or last promotion.

Instructor

1. This position is viewed as a temporary position and, where feasible, appointment at the rank of Adjunct or Clinical Assistant Professor should be considered.
2. The qualifications and potential for service, teaching, and research, as defined in appropriate previous sections, should be used for evaluating appointments.

Assistant Professor

1. For physicians, board certification is recommended. Board eligibility is required except under extraordinary circumstances. For basic science faculty, postdoctoral experience or equivalent experience is required.

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2. For Professional Programs faculty, appropriate postdoctoral experience or equivalent experience is required.
3. There must be demonstrated interest and participation in the goals of the School of Medicine.

Associate Professor

1. There must be demonstration of continued interest and commitment to the School of Medicine and West Virginia University prior to consideration.
2. Candidates should demonstrate exceptional leadership qualities and achievements so as to be valued highly by colleagues at the local and/or state level.

Professor

1. There must be demonstration of continued interest and commitment to the School of Medicine and West Virginia University prior to consideration.
2. The primary consideration for promotion to Professor is substantial evidence of state, regional, national and/or international recognition in one of the three areas of clinical service, teaching or research. There should be a long-term record of distinguished service and/or contributions locally.

Lecturer (Non-tenure)

1. This is a full time or part time position with a primary mission to contribute to teaching programs of the School of Medicine. Assignments and expectations for continuation and promotion should be detailed in the letter of appointment and in subsequent annual reviews.
2. For promotion to **Senior Lecturer**, there should be a long-standing record of significant contributions to teaching. This must be documented in terms of quality and quantity.

Visiting Faculty (Non-tenure)

Ranks/qualifications/requirements

Visiting Faculty: Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor

1. Visiting faculty are typically on leave of absence or sabbatical from another institution; appointments should be at existing academic rank, or should follow WVU guidelines.
2. Support is typically from non-state funding sources.

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3. Appointment is limited to maximum of twelve months; accordingly visiting faculty are not eligible for promotion in the WVU system.

Emeritus Faculty*

Those faculty members whose retirement is announced and who meet the requirements of meritorious contributions to the University shall be considered for Emeritus status. Emeritus appointments are normally considered for faculty members and administrators upon their retirement. The faculty member or administrator must normally have served at the University for at least ten years.

The review of candidates begins in the departments or divisions and ends with President. The award of President Emeritus rests with the Board of Trustees, and Emeritus awards to major administrators rests with the President. Faculty members and administrators awarded Emeritus status retain their professional titles. In every case, the term "Emeritus" follows the rank and title.

Emeritus faculty members and administrators have library privileges; they have the same access as other faculty members and administrators to athletic events, and they enjoy privileges designated by their departments and the University.

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

Joint Appointments Involving School of Medicine Faculty

While interdepartmental activities are encouraged, formalization of such activities by joint appointment should be restricted to individuals who make major contributions to work within the secondary department(s). The academic rank held in each of two (or more) departments ordinarily shall be the same.

Faculty with joint appointments must be evaluated annually by both (all) departments where they are appointed. At an annual meeting of the joint appointee and the two (or more) chairs involved, expectations (time devoted to research, clinical service, and teaching in each department) of the faculty member should be defined and documented. Participants should also review annually the appropriateness of continuing the joint appointment. The outcome of this annual conference must be a part of the faculty member's permanent personnel record.

Initiation of 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 other 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.

Appendix II.

Suggestions for Faculty, Chairpersons and Review Committees

Appointments: New Faculty

Although faculty appointments are not reviewed by the School of Medicine Promotions and Tenure Committee, Chairs and Deans should ensure that new faculty appointees meet School of Medicine Promotions and Tenure guidelines for their rank and that they thoughtfully consider the appropriate track. Appointment letters should clearly indicate expectations including which areas of academic responsibility (teaching, research and/or service) the faculty member is responsible for. Faculty must be assigned academic work within these three areas which will allow them to meet promotion (and/or tenure) guidelines. If the position does not provide for this, a staff (non-faculty) appointment may be more appropriate.

Committees:

Each department/division/unit shall have a Promotion and Tenure Committee, normally consisting of a minimum of five members. The method of selecting committee members is left to the discretion of the program, but the chairperson of the department (or director of the program unit) shall not be a member of the committee. In departments with faculty in both the tenure track and the clinical emphasis track, both groups should be represented on departmental committees in roughly the proportion of their numbers in the department. Small departments/units may supplement committee membership with faculty members from an associated discipline. A majority of those voting on tenure recommendations must be tenured faculty or clinical track faculty who are at or above the rank of Associate Professor. The departmental committee will prepare an annual written evaluation for each faculty member. As appropriate, this evaluation will include a recommendation for or against retention, the award of tenure, and/or promotion in rank. The written evaluation must be signed by all members of the committee, dated, and forwarded to the department chairperson. The total number of positive and negative votes on all decisions must be recorded on the evaluation document. Committee members may include minority statements in the recommendation.

External Evaluations:

External evaluation of faculty contributions, normally in research, but occasionally in the area of teaching or service, are required for many promotions. Details on obtaining and using these evaluations are found in Appendix I.

Personnel File: Contents

Faculty members have primary responsibility for documenting their own performance; no committee, Chairperson or Dean can evaluate what is not available in one's personnel file. Read and adhere to University Guidelines on necessary contents of the personnel file. Minimal requirements for contents of the Faculty Personnel File are spelled out clearly in the WVU Policies and Procedures ... document (Appendix I). Department/division Chairs share with faculty members responsibility for meeting various of these requirements.

Promotion/Tenure Recommendations:

In a year when a faculty member is being considered by his/her Chair and/or department Promotion & Tenure Committee, each should write an effective recommendation for (or against) the action, not a typical annual evaluation letter. Effective letters carefully follow the directives and requirements of University and Medical School guidelines, and point out how specified requirements for advancement have been met and documented.

Teaching:

Teaching is important to most faculty personnel actions. Both the amount and the effectiveness of teaching must be specified, evaluated and objectively documented in personnel files and promotion recommendations.

Outreach:

Outreach in the School of Medicine refers to professional activities (primarily related to clinical care, teaching, or administration) conducted at a site remote from the faculty member's home campus (Morgantown or Charleston). Outreach activities further the mission of the School of Medicine and/or the University to the State of West Virginia. Outreach is an assigned duty, generally of a regularly recurring nature; it may or may not be continuous, but is of sufficient duration to require a significant amount of faculty time.

Because the School of Medicine Promotion and Tenure Committee must evaluate productivity of faculty members involved in outreach, it is essential that departmental Promotion and Tenure Committees and/or Departmental Chairpersons develop and apply appropriate criteria for evaluation consistent with this document. They also must document fully the nature and importance of assigned outreach activity, and the amount of time spent by the faculty member in this activity. Should an outreach assignment alter the usual expectations for teaching, research, and service productivity, this should be clearly explained in a separate paragraph in the faculty member's annual evaluation.

The Medical School Promotion and Tenure Committee strongly believes any individual who occupies an academic faculty position in the WVU School of Medicine must strive for excellence in teaching and demonstrate scholarly productivity in addition to providing clinical services. The Committee feels that these activities can be carried out in outreach settings. It is essential, however, that Chairpersons provide faculty who have outreach assignments adequate time and encouragement to accomplish scholarly activities and to participate in teaching.