

## **Virginia Tech Carilion School of Medicine (VTC SOM)**

### **Faculty Affairs Guidelines Section Three – Promotion of Faculty in the Tenure to Title Track**

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#### **1 Purpose**

To ensure that all faculty promotions follow all requirements stipulated in the VTC SOM faculty bylaws and guidelines as well as the corresponding guidelines of the Virginia Tech faculty handbook.

#### **2 Guidelines**

##### **I. Description of Tenure to Title**

Tenure to title is the conferring of permanent appointment to the Virginia Tech Carilion School of Medicine. Tenure to title is recognition by VTC SOM of service and accomplishment of the faculty member to VTC SOM, and also represents the expectation of a continuing high level of service and accomplishment by the faculty member.

Tenure to title is awarded in recognition of a body of accomplishment in teaching, clinical care (if relevant), research/scholarly activity and service to the missions of VTC SOM and the university. As the criteria for tenure to title are virtually identical to criteria for promotion, tenure to title typically is awarded at the time of promotion.

Most commonly, tenure to title is considered at the promotion of assistant professor to associate professor. Tenure to title may or may not be awarded at the initial appointment of a faculty member with demonstrated accomplishment. Most commonly, awarding tenure to title at the initial appointment would occur upon the transfer to VTC SOM of a faculty member who had attained tenure at another peer academic institution and has a truly exemplary portfolio. On rare occasions, tenure to title at VTC SOM may be “uncoupled” from appointment or promotion under several circumstances:

- New appointment to VTC SOM, despite having tenure at a previous academic institution;
- New appointment to VTC SOM with awarding of promotion from one rank at another academic institution to a greater rank at VTC SOM (delaying of tenure to title may occur so that VTC SOM can evaluate ongoing scholarship;
- Accelerated promotion from Assistant Professor to Associate Professor or Associate Professor to Professor within the VTC SOM system (such a promotion may take into account time spent in rank at another academic institution, so that VTC SOM can evaluate ongoing scholarship;
- Other circumstances.

Awarding of tenure to title at the time of appointment is contingent on consensus of the VTCSOM APT committee and the Dean, and is subject to further review by the university.

While lengthy service to VTCSOM is honorable and noteworthy, promotion with tenure to title is based upon tangible accomplishment.

A criterion for tenure to title that is additive to criteria for promotion is the expectation that the faculty member will continue to provide teaching and/or clinical care (if relevant) and/or scholarship and/or service to VTCSOM. Hence, tenure to title is not only recognition of duties, accomplishments and service to date, but also is an expectation that duties, accomplishments, and service will continue.

Promotion and tenure to title are based on the totality of the promotion portfolio, and is not limited to one or another department. Hence, tenure to title applies to the VTCSOM appointment and is not limited to only one department for faculty who have a co-appointment.

## **II. Tenure to Title Track**

Promotion on the tenure to title track affects two ranks – Assistant Professors seeking promotion to Associate Professor, and Associate Professors seeking promotion to full Professor. Candidates for promotion from Assistant to Associate Professor must demonstrate **significant progress** in the chosen domains of faculty activity. Candidates for promotion from Associate Professor to Professor must demonstrate **excellence** in the chosen domains of faculty activity.

Teaching is a core expectation of all VTCSOM faculty, and is of particular relevance to faculty in the tenure to title track. Peer observation of teaching is also a time-honored tradition of Virginia Tech. All candidates for promotion in the tenure to title track must undergo a process of peer evaluation of teaching. This process involves working with the peer observation program offered by the TEACH Academy which features observation of teaching by a trained observer, followed by the provision of feedback on how teaching performance can be improved. Candidates for promotion on the tenure to title track will be expected to undergo this process twice during the time period prior to each promotion sought. The two peer reviews must represent different points of time in the review period and differing instructional events. Documentation of these peer reviews must be included in the promotion portfolio.

### **II.A. Assistant Professor to Associate Professor**

Faculty members on the tenure to title track at the assistant professor rank will most often have a maximum of seven (7) years since initial appointment to achieve promotion with tenure to title at VTCSOM (in some circumstances, it may be eight (8) years). It is required that the faculty member will be active in all four (4) domains of academic activity: teaching, clinical care (if relevant), scholarship, and service. For the faculty member who is a clinician, significant progress should be evident in at least two of the domains. For the faculty member in basic science, significant progress should be evident in two domains, one of which must be research/scholarly activity.

Candidates on the tenure to title track will undergo formal review at the end of year two (2) and year four (4). If at the time of these reviews it is felt that the candidate has not made sufficient headway toward tenure to title at VTCSOM, s/he will be strongly encouraged to switch to a non-tenure to title track.

Each candidate is judged on his/her abilities in *Teaching*. There must be documentation of teaching activities and good to excellent evaluations of performance from students, peers, block or rotation directors, administrators, or others. For this to be a domain of significant progress, evaluations must be laudatory and preferably indicate innovation and creativity. Teaching awards are evidence of significant progress, as are requests by learners for additional teaching contact. Basic science candidates may submit evaluations from former post-doctoral trainees, graduate students, or pre-clinical students working in the candidate's area of scholarship.

For the clinician candidate, there must be documentation of *Clinical Care* in the presence of learners. Metrics of clinical abilities such as surveys, questionnaires, and "scorecards" are helpful for a broad picture, but the provision of clinical care is not relevant to promotion without occurring as an attending physician or preceptor in the presence of learners. Significant progress in clinical care must also show evidence of considerable clinical teaching time over an extended period. Significant progress in clinical care must also show evidence of leadership in areas of clinical practice activity, clinical techniques or operations, or patient advocacy.

Each candidate must show evidence of significant progress in *Scholarly Activity/Research*; there must be sustained, and preferably increasing, examples of scholarship in the portfolio. To demonstrate significant progress there must be evidence of more than one type of scholarship. For example:

- The clinician candidate must show dissemination of *Scholarly Activity/Research* with, as an example, five (5) or more publications in journals, books, online collections, or other sites beyond local outlets. The clinician candidate must also produce examples of scholarly presentations at local, regional and/or national meetings. The clinician candidate may wish to demonstrate other scholarship that has been distributed, even if not in published forms. Scholarship in development and presentation of education / teaching/curriculum is not only acceptable but strongly encouraged. While the totality of scholarship is relevant, recent evidence of scholarship is also expected.
- The basic science candidate must show dissemination of scholarship with, as an example, eight (8) or more publications in journals, books, online collections, or other sites beyond local outlets. The basic science candidate must also produce examples of scholarly presentations at local, regional and/or national meetings. The basic science candidate may wish to demonstrate other scholarship that has been distributed, even if not in published forms. Scholarship in development and presentation of education/teaching/curriculum is not only acceptable but strongly encouraged. The basic science candidate must show efforts to obtain funding to support his/her scholarship; funded projects are taken as an example of excellence. While the totality of scholarship is relevant, recent evidence of scholarship is also expected.

All faculty members must provide *Service* to the School, the hospitals or research institutes, the community and/or the broader medical community. Examples of service must be included in the portfolio. For this to be a domain of significant progress, the candidate must demonstrate leadership in service activities such as chair, chief, director or coordinator, innovative or creative applications to the work involved, or new initiatives addressing School, local, regional, or national issues. Certain areas of service, such as Boards of national organizations, requests to participate in national task forces, or research study groups are examples of significant progress in service. Service must reflect on the mission and activities of VTCSOM; service by the faculty member in an otherwise laudable activity that is not congruent with the mission and activities of VTCSOM is not relevant to the academic promotion process.

Except in rare circumstances, granting of tenure to title at VTCSOM is considered at the time of promotion from Assistant to Associate Professor.

Both the department Appointment, Promotion, Retention and Tenure (APRT) committee and the VTCSOM Appointment, Promotion, and Tenure (APT) committee will judge each candidate on the totality of his/her portfolio.

#### Letters of Support

##### Assistant Professor to Associate Professor

The portfolio of the candidate for promotion from assistant professor to associate professor on the tenure to title track must include at least three external letters of support. All letters must be written by people from outside academic institutions, and preferably from Virginia Tech peer institutions. To elicit these letters, the candidate is permitted to forward to the chair of the department Appointment, Promotion, Retention and Tenure (APRT) committee up to three names. The candidate may select these individuals from any location and from any source of contact.

In addition to the external letters, the candidate should consider including one or more local persons who would be able to comment from personal knowledge on the candidate's teaching, clinical and service abilities. This internal letter is optional.

All letters of support must be received from persons at the rank of Associate Professor or higher. The Department APRT committee shall solicit all letters of support. External letters must come from entities outside of Carilion Clinic, Virginia Tech and Radford University. The Department APRT committee should balance the letters such that there is at least one, but no more than two, external letters from the individuals whose names were forwarded by the candidate him/herself. The committee must ensure that three external letters are available for review. All letters received must be included in the promotion portfolio, regardless of whether a given letter meets criteria.

##### II.B. Associate Professor to Professor

Candidates on the tenure to title track at the rank of Associate Professor are strongly encouraged to seek promotion to the rank of Professor. However, there is no specification for minimum or maximum time of service in the rank of Associate Professor with tenure to title. Consideration for promotion to Professor with tenure to title may be requested by a faculty member at any time, with most such requests being made approximately six (6) to ten (10) years after promotion or appointment to Associate Professor. It is expected that the candidate will be active in all domains of activity – teaching, clinical care (if relevant), scholarship, and service. For the clinician candidate, excellence should be evident in at least two of these domains; for the basic science candidate, excellence should also be evident in two domains, one of which must be scholarship.

Each candidate is judged on his/her abilities in *Teaching*. There must be documentation of teaching activities and good to excellent evaluations of performance from students, peers, block or rotation directors, administrators, or others. For this to be a domain with excellence, a majority of evaluations should be exemplary. Innovation and creativity is expected. Leadership roles in teaching at VTCSOM would be expected for the candidate anticipating promotion to Professor. Teaching awards are also evidence of excellence as are requests by learners for additional teaching contact. Basic science candidates may submit evaluations from

former post- doctoral trainees, graduate students, or pre-clinical students working in the candidate's area of scholarship. The basic science candidate must have sponsored or mentored a number of trainees (e.g., medical students, doctoral candidates, post-doctoral trainees) in his/her area of expertise.

For the clinician candidate, there must be documentation of *Clinical Care* in the presence of learners. Metrics of clinical abilities such as surveys, questionnaires, and "scorecards" are helpful for a broad picture, but even excellent clinical care is not relevant to promotion without occurring as an attending physician or preceptor in the presence of learners. Excellence in clinical care must also show evidence of considerable clinical teaching time over an extended period. Excellence in clinical care must also demonstrate more than one leadership role in the clinical domain. Awards or other recognitions are also evidence of excellence in clinical care.

Each candidate must show evidence of excellence in *Scholarly Activity/Research*; there must be sustained examples of scholarship in the portfolio. To demonstrate excellence there must be evidence of more than one type of scholarship. For example:

- The clinician candidate must show dissemination of scholarship with, as an example, ten (10) or more publications in journals, books, online collections, or other sites beyond that achieved in promotion to Associate Professor. The clinician candidate must also produce examples of scholarly presentations at local, regional and/or national meetings. The scholarship must be sustained over time, with a large portion focused on an area of expertise accomplished by the clinician. The clinician candidate may wish to demonstrate other scholarship that has been distributed, even if not in published forms. Scholarship in development and presentation of education/teaching/curriculum is not only acceptable but strongly encouraged. It is also expected that the candidate be recognized by his/her peers as a thought leader as evidenced by positions of responsibility in his/her professional arena.
- The basic science candidate must show dissemination of scholarship with, as an example, fifteen (15) or more publications in journals, books, online collections, or other sites beyond that achieved in promotion to Associate Professor. The basic science candidate must also produce examples of scholarly presentations at local, regional and/or national meetings. The candidate must show increased expertise in his/her area of focus. Scholarship in development and presentation of education/teaching/curriculum is not only acceptable but strongly encouraged. The basic science candidate should also show sustained external funding in support of his/her scholarship. The candidate should be recognized by his/her peers as a thought leader as evidenced by positions of responsibility in his/her professional area.

All faculty members are expected to provide *Service* to the School, the hospitals or research institutes, the community or the broader medical community. Examples of service should be included in the portfolio. For this to be a domain of excellence, the candidate must demonstrate leadership in service activities such as chair, chief, director, or coordinator, innovative or creative applications to the work involved, or new initiatives addressing School, local, regional, or national issues. Some examples of service, such as Boards of national organizations, requests to participate in national task forces, or research study groups are examples of excellence in service; the candidate must have leadership roles in such organizations. Service must reflect on the mission and activities of VTCSOM; service by the faculty member in an otherwise laudable activity that is not congruent with the mission and activities of VTCSOM is not relevant to the academic promotion process.

Both the department Appointment, Promotion, Retention and Tenure committees and the VTCSOM Appointment, Promotion, and Tenure (APT) committee will judge each candidate on the totality of his/her

portfolio.

#### Letters of Support

##### Associate Professor to Professor

The portfolio of the candidate for promotion from associate professor to professor on the tenure to title track must include at least four external letters of support. All letters must be written by people from outside academic institutions, and preferably from Virginia Tech peer institutions. To elicit these letters, the candidate is permitted to forward to the chair of the department Appointment, Promotion, Retention and Tenure (APRT) committee up to four names. The candidate may select these individuals from any location and from any source of contact.

In addition to the external letters, the candidate should consider including one or more local persons who would be able to comment from personal knowledge on the candidate's teaching, clinical and service abilities. This internal letter is optional.

All letters of support must be received from persons at the rank of Professor. The Department APRT Committee shall solicit all letters of support. External letters must come from entities outside of Carilion Clinic, Virginia Tech and Radford University.

The Department APRT Committee should balance the letters such that there are at least one but no more than two letters from the individuals whose names were forwarded by the candidate him/herself. The committee should ensure that at least four external letters are available for review. All letters received must be included in the promotion portfolio, regardless of whether a given letter meets criteria.