

VTC

Virginia Tech Carilion
School of Medicine

FACULTY BYLAWS

Approved at the Annual Faculty Assembly on
February 25, 2019

VTCSOM Faculty Bylaws 2019-2020
Table of Contents

CHAPTER ONE	STATEMENT OF PRINCIPLES AND GOVERNANCE
1.1	Mission and Statement of Principles
1.2	Diversity
1.3	Accreditation
1.4	Affiliates and Structure
1.5	Governance and Leadership
1.6	Dean/Chief Academic Officer of the Medical School
1.7	Composition of the Office of the Dean
1.8	Dean’s Council on Advancement
CHAPTER TWO	GENERAL PROVISIONS
2.1	Administrative Departments
2.2	Department Chairs
2.3	Department Vice-Chairs
2.4	Composition of the Faculty
2.5	Faculty Responsibilities
2.6	Formal Allegations of Student Mistreatment by a Faculty Member
2.7	Unprofessional Behavior of a Faculty Member
2.8	Academic Freedom
CHAPTER THREE	FACULTY GOVERNANCE
3.1	Faculty Assembly
3.1.1	Composition
3.1.2	Quorum and Voting
3.1.3	Meetings
3.1.4	Duties
3.2	Faculty Committees and Responsibilities
3.2.1	Virginia Tech Committees
3.2.2	VTCSOM Academic Committee
3.2.3	Medical Student Admissions Committee (MSAC)
3.2.4	VTCSOM Appointment, Promotion and Tenure Committee (APT)
3.2.5	Departmental Appointment, Promotion, Retention and Tenure Committees (APRT)
3.2.6	Medical Curriculum Committee (MCC)
3.2.7	MCC Block Integration One Subcommittee
3.2.8	MCC Block Integration Two Subcommittee
3.2.9	MCC Student Assessment Subcommittee
3.2.10	MCC Program Evaluation Subcommittee
3.2.11	Medical Student Performance and Promotion Committee (MSPPC)
3.2.12	Faculty Governance Committee
3.2.13	Library and Educational Technologies Committee (LETS-C)
3.2.14	Learning Environment and Advocacy Committee (LEAC)
3.2.15	Faculty Vitality and Physician Well-Being Committee (FVPWBC)
3.2.16	Ad hoc or Special Faculty Committees
3.2.17	Departmental Committees

CHAPTER FOUR	TYPES AND DESCRIPTIONS OF FACULTY POSITIONS
4.1	Types of Faculty Appointments
4.2	Faculty Appointments, Tracks and Ranks
4.2.1	Regular Faculty, Primary Appointment, Tenure to Title Track
4.2.2	Regular Faculty, Primary Appointment, Non-Tenure to Title Track
4.2.3	Regular Faculty, Secondary Track
4.2.4	Instructional Faculty, Adjunct Appointment
4.2.5	Instructional Faculty, Clinical Preceptor Appointment
4.2.6	Instructional Faculty, Senior Instructor/Instructor Appointment
4.2.7	Instructional Faculty, Visiting Faculty Appointment
4.2.8	Track Changes for Regular Faculty
4.2.9	Track Changes for Instructional Faculty
4.2.10	Changing Academic Departments
CHAPTER FIVE	APPOINTMENTS TO THE FACULTY
5.1	Guidelines for Track/Rank/Tenure Review/Hiring of Faculty Applicants
5.2	Regular Faculty, Primary Appointment, Tenure to Title Track
5.3	Regular Faculty, Primary Appointment, Non-Tenure to Title Track
5.4	Regular Faculty, Secondary Track
5.5	Instructional Faculty, Adjunct Appointment
5.6	Instructional Faculty, Clinical Preceptor Appointment
5.7	Instructional Faculty, Senior Instructor/Instructor Appointment
5.8	Instructional Faculty, Visiting Faculty Appointment
5.9	Co-Appointments
5.10	Appointment to Department Other than Specialty
5.11	Appointment of International Physicians with Special Skills
CHAPTER SIX	PROMOTION AND TENURE TO TITLE
6.1	General Description of Promotion and Tenure to Title
6.2	Statement of Principles Regarding Teaching, Research, Clinical Care and Service
6.2.1	Teaching/Education
6.2.2	Scholarly Activities/Research
6.2.3	Clinical Care
6.2.4	Service
6.2.5	Documentation of Faculty Activities
6.3	Description of Tenure to Title
6.4	Letters of Support
6.5	Promotion Requirements
6.5.1	Tenure to Title Track
6.5.1.1	Assistant Professor to Associate Professor
6.5.1.2	Associate Professor to Professor
6.5.2	Non-Tenure to Title Track
6.5.2.1	Assistant Professor to Associate Professor
6.5.2.2	Associate Professor to Professor
6.5.3	Secondary Appointments
6.5.4	Adjunct Appointments
6.5.5	Clinical Preceptor and Senior Instructor/Instructor Appointments
6.5.6	Co-appointments and Promotion of Co-appointed Faculty
6.5.7	Process for Promotion of a Department Chair

6.6	Process of Promotion
6.6.1	Timetable
6.6.2	Curriculum Vitae and Portfolio Requirements
6.6.3	Timeline and Steps of the Promotion Process
6.7	Appeal Process
6.8	Time in Rank
6.9	Time Served
6.10	Time Deferred
6.11	Leave of Absence
CHAPTER SEVEN	MAINTENANCE OF APPOINTMENT AND PERIODIC REVIEW
7.1	Principles and Requirements
7.2	General Expectations
7.3	Process of Maintenance of Appointment
7.4	Periodic Review of Faculty
7.4.1	Tenure to Title Track Faculty
7.4.2	Tenured to Title Faculty
7.4.3	Non-Tenured Faculty
7.4.4	Review of Secondary and Adjunct/Instructional Faculty
7.5	Retirement, Non-Renewal or Termination of Faculty Appointment
CHAPTER EIGHT	FACULTY GRIEVANCE POLICIES AND PROCEDURES
8.1	Nature of Grievance
8.2	Procedures and Processes
CHAPTER NINE	CONFLICTS OF INTEREST
9.1	Conflict of Interest Policy
9.2	Specific Conflict of Interest Policies for VTCSOM
9.2.1	Conflict of a Private Interest of Faculty with Academic Responsibilities
9.2.2	Conflict of Interest in Student Assessment and Promotion
9.2.3	Conflict of Interest in Commercial Support of Continuing Medical Education
CHAPTER TEN	APPENDICES
Appendix A	VTCSOM Curriculum Vitae Guidelines and Format
Appendix B	Standards of Ethical and Professional Conduct (SEPCP)
Appendix C	VTCSOM Diversity Policy
Appendix D	Starting a New Department; Changing a Department Name
Appendix E	Guidelines for Appointment Review for Potential Recruits
Appendix F	Appointment Process for International Physician
Appendix G	Learning Environment Advocacy Committee
Appendix H	Social Media Guidelines and Best Practices
Appendix I	Title IX Sexual Discrimination and Harassment

CHAPTER I: STATEMENT OF PRINCIPLES AND GOVERNANCE

1.1 Mission and Statement of Principles

The mission of the Virginia Tech Carilion School of Medicine (VTCSOM) is to develop physician thought leaders through inquiry, research and discovery, using an innovative curriculum based upon adult learning methods in a patient-centered context. Our graduates are physicians with outstanding clinical skills and significantly enhanced research capabilities who will remain life-long learners. They have an understanding of the importance of interprofessionalism to enable them to more effectively function as part of a modern healthcare team.

Virginia Tech Carilion School of Medicine (VTCSOM) is an institution founded as a partnership between Virginia Polytechnic Institute and State University (Virginia Tech) in Blacksburg, VA and Carilion Clinic in Roanoke, VA. The School exists for students for education and training in the practice of medicine, and for faculty for the teaching, educational and research opportunities found in an academic medical education institution.

VTCSOM will accomplish these goals through the active engagement of students in a patient-centered curriculum and guided experiences in research and discovery; through the identification of faculty committed to teaching the VTCSOM vision of medical education; through the promotion of enlightened and professional patient care; through the recruitment, encouragement, and support of faculty engaged in research and scholarship in the biomedical sciences; and through the active participation of the Virginia Tech and Carilion Clinic in the promotion of these goals.

VTCSOM seeks students from any locale with hopes that the students' career plans include a balance between clinical patient care, research and scholarship, and ethical professional service. VTCSOM recruits and expects faculty to engage actively in teaching and career development towards both the personal and the institutional attainment of medical advancement.

1.2 Diversity

As part of Virginia Tech, VTCSOM is committed to a faculty with diversity. The School recognizes that a diverse faculty along with a diverse staff and a diverse student body will provide VTCSOM students with the opportunity to learn and experience the breadth of medical settings in preparation for medical practice. To that end, the School has a Chief Diversity Officer and has adopted a Diversity Policy; the opening portions of that policy are noted here. The entire policy can be found in Appendix C of this document. Further information about our diversity programs may be accessed through the Chief Diversity Officer and the Office of the Dean.

VTCSOM defines "under-represented" as articulated by the Association of American Medical Colleges: "those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population."

To achieve its mission of producing physician thought leaders, VTCSOM recruits students, faculty and staff from a regional and national perspective. Applications from diverse candidates are holistically reviewed for the positive attributes they bring to the learning environment. VTCSOM defines these groups as:

African-American, Hispanic, and Native American populations
Women in the sciences (Science, Technology, Engineering and Math)
First generation college students
Socio-economically disadvantaged backgrounds (distance traveled)

VTCSOM does not discriminate against employees, students or faculty applicants on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, political affiliation, race, religion, sexual orientation or veteran status; or otherwise discriminate against employees or applicants who inquire about, discuss, or disclose their compensation or the compensation of other employees or applicants; or any other basis protected by law.

1.3 Accreditation

The Liaison Committee on Medical Education (LCME) is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in the United States and Canada. The LCME is jointly sponsored by the Association of American Medical Colleges and the American Medical Association.

The Southern Association of Colleges and Schools (SACS) is one of the nation's six regional accrediting bodies, which is charged with quality assurance for educational institutions in the southern region. SACS, which accredits more than 13,000 public and private educational institutions ranging from preschool to post-college level in the southern United States, is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

VTCSOM is committed to continually meeting all accreditation standards of both the LCME and the SACS. We recognize and embrace these accreditation processes as a primary form of continuous quality improvement in medical education.

1.4 Affiliates and Structure

The Virginia Tech Carilion School of Medicine (VTCSOM) began in 2007 as a public/private partnership between a public research university, Virginia Polytechnic Institute and State University (Virginia Tech), and a private, not-for-profit health system, Carilion Clinic (Carilion). The medical school is a College of Virginia Tech. The VTCSOM abides by all policies, regulations and expectations of Virginia Tech as promulgated by the Board of Visitors and the Administration. Further information concerning the structure and governance of Virginia Tech

may be found in the Virginia Tech Faculty Handbook.

In addition to our affiliation with our primary teaching partner, Carilion Clinic, the VTCSOM has established collaborative relationships with a number of external partners. Examples include Jefferson College of Health Sciences, Radford University, the Salem Veterans Affairs Medical Center, and a number of private physician practices in our region. The purpose of these collaborative relationships is to further the educational mission of the school via high quality teaching experiences offered to our students.

1.5 Governance and Leadership

The Board of Visitors of Virginia Tech is the primary governing body of the University and all colleges therein. The board appoints the president of the university, who serves as the chief executive. The president may delegate authority to the executive vice president and provost and vice presidents.

By statute of the Commonwealth of Virginia, the governing body of the university is the Board of Visitors, which exists as a corporation under the control of the Virginia General Assembly. The board is comprised of 13 members appointed by the governor—subject to confirmation by the senate—and the president of the Virginia Board of Agriculture and Consumer Services, who is an ex-officio member. Board members appointed by the governor serve for overlapping four-year terms. A rector and vice-rector are elected annually by the membership, and the board appoints a secretary annually. The board appoints two non-voting student representatives (one undergraduate, one graduate) who serve a one-year term and attend open sessions. The president of the Faculty Senate and the president of the Staff Senate sit with the board at all meetings, except those held in closed session, and participate in discussion without authority to vote. By law, the board meets at least once a year, but typically meets quarterly to consider policy matters and to review the progress of the university.

The Board of Visitors is responsible for institutional policies except those under the direct jurisdiction of the Commonwealth of Virginia. The board's responsibilities are specified by state statute. Responsibilities include, but are not restricted to, the appointment of the university president; approving appointments and setting salaries of the faculty, university staff, and other personnel; approval of promotion, grants of tenure; removal of members of the faculty; the prescription of faculty responsibilities; ratifying appointments by the president or vice presidents; reviewing and approving personnel policies for the faculty and university staff; establishing fees, tuition, and other charges imposed by the university on students; and the government and discipline of students; reviewing and approving the university budgets and overseeing its financial management; reviewing and approving establishment of new colleges or departments; reviewing and approving physical plant development of the campus; naming of buildings and other major facilities on campus; reviewing and approving real property transactions; and subject to the management agreement between the Commonwealth of Virginia and Virginia Tech, the board has full responsibility for management of Virginia Tech.

Further information about governance may be found in Chapter 1 of the Virginia Tech Faculty Handbook.

1.6 Dean/Chief Academic Officer of the Medical School

The deans of the colleges at Virginia Tech are responsible for the academic activities of their respective colleges. These responsibilities include the allocation and administration of resources, appointment and evaluation of faculty and support staff, and curriculum development. The department heads or chairs in each college report directly to their respective deans for all matters related to the programs of the colleges. The college deans are appointed by the executive vice president and provost, and may be reappointed indefinitely. Periodic evaluations of their effectiveness in this capacity occur every five years.

The Dean is the chief medical executive officer of the VTCSOM and is directly responsible to the Executive Vice President and Provost of Virginia Tech (VT) for the administration of the School. In accordance with LCME accreditation standards (2.3), the Dean shall:

- Be qualified by education, training, and experience to provide effective leadership in medical education, scholarly activity, patient care, and other missions of the medical school (LCME Standard 2.2).
- Have sufficient access to the university president or other institutional official charged with final responsibility for the medical education program (e.g., executive vice president and provost) and to other institutional officials in order to fulfill his or her responsibilities (LCME Standard 2.3).
- Enjoy the benefit of a clear definition of the dean's authority and responsibility for the medical education program.

In the discharge of the duties of this position, the Dean shall:

- Hire all department chairs, associate/assistant deans, administrative personnel/staff in accordance with university policies and procedures, and (in the case of chairs of clinical departments) in collaboration with Carilion Clinic administration.
- Call meetings of the Faculty at such times as the Dean and the Academic Committee may deem necessary, but not less frequently than once in February of each year; preside at such meetings along with the Chair of the VTCSOM Academic Committee.
- Formulate and present policies to the Faculty for its consideration.
- Report to the Faculty on the work of the School.
- Oversee the admission and academic progress of the students in the School.
- Be responsible for the use and assignment of School space.
- Serve as spokesperson (in person or by proxy) for all official business of the School with School

personnel and students, campus authorities and the public.

- Approve or make recommendations to the School APT Committee and the university on the appointment, re-appointment, non-reappointment, promotion, and tenure to title of faculty.
- Consult with the School Deans in the preparation of the budget of the College and in proposing numbers of students to be admitted.
- Appoint and utilize such advisory committees as may be necessary.
- Have signatory authority for all funds within the College, including Education and General budgets, Financial Assistance programs and Foundation funds.

1.7 Composition of the Office of the Dean

The Dean is the senior academic officer of the VTCSOM, and is responsible for the academic, scholarly, and service activities of the School. The Dean is assisted in these activities by assistant and associate deans, who have specified areas of responsibility. The number and duties of these deans may vary as appropriate for the needs of the School. In addition to an annual performance evaluation, deans of the VTCSOM are subject to periodic evaluations every five years (for further details see VT Policy and Procedures, number 6105 section 3.5, dated October 2, 2013).

The decanal staff serving the Dean consists of:

- Vice Dean;
- Senior Dean for Academic Affairs;
- Senior Dean for Research;
- Senior Dean for Student Affairs;
- Associate Dean for Clinical Science, Years 1 and 2;
- Associate Dean for Clinical Science, Years 3 and 4;
- Associate Dean for Community and Culture;
- Associate Dean for Faculty Affairs;
- Assistant Dean for Admissions;
- Assistant Dean for Basic Science Education
- Assistant Dean for Research

1.8 Dean's Council on Advancement

The Dean's Council on Advancement is a diverse group of approximately 20 individuals who are committed to the success of the school. The council is made up of volunteers who are tasked with advancing the stature of the school by providing guidance, assistance, advocacy, and philanthropic investment in support of the school's strategic objectives. Further information about the Council may be viewed on the school's web site. The Council membership is appointed by the Dean and is updated periodically.

CHAPTER 2: GENERAL PROVISIONS

2.1 Administrative Departments

VTCSOM is composed of eleven departments, nine of which focus on clinical sciences. These include:

- Basic Science Education
- Interprofessionalism
- Emergency Medicine
- Family and Community Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Orthopaedic Surgery
- Psychiatry and Behavioral Medicine
- Pediatrics
- Radiology
- Surgery

The process for starting and integrating a new department into the structure of VTCSOM can be found in Appendix D.

The Chair of the Department of Basic Science Education is selected according to the process outlined in the Virginia Tech Handbook. The Chair of the Department of Interprofessionalism is appointed by the Dean; the appointment will be made according to an affiliation agreement if the Chair is not employed by Virginia Tech. By affiliation agreement, VTCSOM and Carilion Clinic work together to choose chairs for the clinical departments, with the chairs dually reporting to leadership of VTCSOM and Carilion Clinic. In the entity of VTCSOM, each chair reports to the Dean.

2.2 Department Chairs

Chairs of clinical departments and the Chair of Interprofessionalism at VTCSOM do not have fixed term appointments. In addition to an annual performance evaluation, Department Chairs employed by Virginia Tech are subject to periodic evaluations every five years (for further details see VT Policy and Procedures, number 6100 section 3.3, dated October 2, 2013).

Responsibilities of department chairs include the following:

Faculty: the department Chair will oversee all faculty activities and manage all academic initiatives of the department and has the authority to assign teaching, research, and clinical roles to the faculty of the department. Therefore, the department Chair is responsible for assuring adequate faculty for his/her department's responsibilities to the educational mission of VTCSOM, either through supporting the educational activities of current faculty or recruitment of additional

faculty with appropriate training, teaching skills, and experience. The VTCSOM Dean will work with the department Chair to identify appropriate resources to support faculty recruitment.

Consistent with the procedures stipulated in the VTCSOM faculty bylaws, all initial faculty appointments to VTCSOM are recommended by the Chair of the department, which the faculty member will join. The office of the Chair is responsible for ensuring that all required materials are sent to the VTCSOM Office of Faculty Affairs in a timely manner. Should a faculty member desire a co-appointment to another department, the Chair of the other department will also recommend the person for co-appointment.

The department Chair will organize a Departmental Appointment, Promotion, Retention and Tenure (APRT) Committee to review and recommend faculty promotion and maintenance of appointment. The membership and chair of this committee are determined by each department (the department Chair will not serve on the Departmental APRT Committee). Consistent with the procedures stipulated in the VTCSOM faculty bylaws, both the Chair and the department APRT Committee shall have specific duties pertaining to faculty appointments, reappointments, and review of faculty for promotion and tenure to title.

For faculty in non-tenure track positions, either the department Chair or, in larger departments, the section chief will meet annually with each non-tenure track faculty member to complete the annual evaluation. In those instances where section chiefs complete this annual evaluation, the department Chair shall ensure that all final evaluations have been signed by section chiefs or other designated personnel.

The department Chair will serve as the person who completes the annual performance evaluation for all faculty members who have tenure to title track appointments.

The department Chair is responsible and accountable to the Dean for the academic performance of the faculty.

Educational programs: the department Chair is responsible, together with his/her faculty, for working with VTCSOM on the development of the educational programs of the department.

Research mentorship: the department Chair has the responsibility to encourage and support the research training programs of VTCSOM. The department Chair or designee is responsible for fostering research interactions between department faculty and medical students as well as other learners.

Facilities: the department Chair is responsible for the planning and development of departmental space for academic activities (office, teaching space) and for ensuring that the space is used efficiently and productively. The department Chair will work with the Dean, if necessary, to resolve any facilities issues affecting the education of medical students and other learners.

Ethical and professional values of the institution: the department Chair will serve as a role model and advocate for the Teacher-Learner Standards of Ethical and Professional Conduct of VTCSOM, in support of a healthy learning environment at all educational sites. The department Chair is expected to set a positive example for their faculty and must display a commitment to scholarship and academic excellence.

Strategy and planning: the department Chair is responsible for working with the Dean in the development of long-range and strategic plans and directions, which support the mission of the faculty and VTCSOM.

The Dean, VTCSOM Vice Dean, Senior/Associate/Assistant Deans, the Chief Diversity Officer and Department Chairs comprise the leadership of the medical school. Regular meetings are held by this leadership group for both immediate concerns and strategic planning.

2.3 Department Vice-Chairs

Each Department Chair (in consultation with the Dean) will appoint a Vice Chair for VTCSOM to serve in the absence of the Chair.

2.4 Composition of the Faculty

The VTCSOM faculty includes all members who have an appointment at VTCSOM. All regular and instructional appointments are for the purpose of medical education and are considered full-time. The commitment of time spent in educational/teaching activities by any given faculty member to VTCSOM varies, reflects the needs of the school and desire of the faculty member, and is typically negotiated with the department chair periodically (e.g., at the time of the annual academic performance review).

The composition of the VTCSOM faculty includes regular faculty, instructional faculty and special appointment faculty. Regular faculty include:

- Faculty with a primary appointment to VTCSOM in the tenure to title and non-tenure tracks appointed at the ranks of Professor, Associate Professor and Assistant Professor.
- Faculty with a secondary appointment to VTCSOM appointed at the ranks of Professor, Associate Professor and Assistant Professor.

Instructional faculty include:

- Faculty with an adjunct appointment to VTCSOM appointed in the ranks of Adjunct Professor, Adjunct Associate Professor, and Adjunct Assistant Professor
- Clinical Preceptors
- Senior Instructors, Instructors

- Visiting Professor faculty

Additional information about faculty appointments and categories can be found in Chapter 5 of this document.

2.5 Faculty Responsibilities

Faculty members should recognize their opportunities and responsibilities in the education endeavor that is VTCSOM. The following responsibilities are organized in categories corresponding to evaluation criteria in the promotion process. All VTCSOM faculty members should strive to fulfill the expectations in Teaching and Service; faculty striving for promotion in either the tenure to title or non-tenure tracks will want to assure accomplishment through Research and Scholarship as well.

Teaching: Each faculty member must be committed to excellence in fulfilling teaching responsibilities. Teaching responsibilities include: teaching assigned courses, rotations, ward or clinic assignments; preparing for class, rounds, or presentations; punctual and faithful meeting of classes, rounds, or presentations; keeping current with the developments in one's field(s); continually improving one's teaching abilities via faculty development specifically related to teaching; availability to students for questions and discussion; developing syllabi, course materials and class assignments that make clear the faculty member's expectations of the students; devising meaningful and fair student assessment procedures; providing students appropriate feedback in a timely fashion; and completing grading of exams and other assignments in a timely manner.

Patient care: Faculty with clinical responsibilities provide clinical care to the extent agreed between the faculty member and supervisors, usually the Chair, of the clinical department. High quality patient care is fundamental to the oath of all physicians. High quality patient care is also essential to provide the clinical sites necessary to educate medical students at VTCSOM. Faculty who practice clinical medicine are integral to the functioning of VTCSOM.

Research and Scholarship: Tenured to title and tenure to title track faculty members are expected to engage in scholarly activity and all other faculty members are encouraged to do so. Excellence in research and scholarship is critical to the success of the School of Medicine's mission. It is expected that tenured to title and tenure to title track faculty members will be productive scholars over their entire academic careers. Scholarship efforts must be persistent and result in regular dissemination in appropriate academic and scholarly outlets. Faculty members are encouraged to make regular presentations at conferences or other venue.

Service: All regular faculty members are expected to perform tasks necessary to the efficient administration of the School, such as regularly attending faculty and committee meetings and fulfilling any appropriate assignments the Dean may give them. Assignments may include chairing or participating in one or more of the faculty committees. Regular faculty members are

also encouraged to involve themselves fully in the intellectual life of the School of Medicine, such as by participating in seminars, assisting colleagues with their research, supplying assistance where needed to student organizations and programs, and by participating in other VTCSOM functions. In addition, regular faculty members are encouraged to participate in the intellectual life of VTC Research Institute, Carilion Clinic, and Virginia Tech.

As an institution founded as a public-private partnership, VTCSOM's mission also includes service to the profession and the community through participation in local, state, national or international healthcare-related activities. Such activities are intrinsically valuable, and also inform the teaching and scholarship responsibilities of faculty members. VTCSOM thus expects professional service activities by all regular faculty members.

2.6 Formal Allegations of Student Mistreatment by a Faculty Member

Students may bring forth allegations of mistreatment by a faculty member in a formal manner, wherein the student identifies him/herself and wishes to formally allege a specific incident of mistreatment by a named faculty member. For the purposes of these Bylaws, such allegations would apply to conduct in a faculty member's role as teacher, mentor, preceptor, supervisor, facilitator, or other faculty role.

A student allegation of mistreatment by a faculty member may involve academic mistreatment (teaching, facilitation, assessment, grading), supervisory or mentor mistreatment, or harassment (sexual, verbal, physical, ethnic). The allegation should be identifiable as a breach of the conduct expected of a faculty member under the Standards of Ethical and Professional Conduct Policy (SEPCP) and the Teacher-Learner Compact (Appendix B). This policy applies only to VTCSOM faculty, resident or fellow physicians; allegations of mistreatment by other persons such as non-faculty physicians, medical care personnel, staff or non-medical persons, or others would be covered by other systems.

Unprofessional behavior, even if not identified as mistreatment, may also be reported to the Learning Environment Advocacy Committee (LEAC).

A student allegation of mistreatment by a faculty member may occur at any site where the student encounters the faculty in a VTCSOM official capacity. Implementation of this policy does not preclude additional action by the site itself according to policy at that site. Specifically, it may be possible for an allegation of mistreatment to simultaneously proceed through a VTCSOM process and a site-specific process. While any investigation may be coordinated, the process does not presuppose congruence of findings or of sanctions.

The process of formal investigation of a student allegation of mistreatment by a faculty member would occur as follows:

1. The student is encouraged to address the issue directly to the faculty member and seek resolution.

If the resolution is satisfactory to both parties, no further action is needed and no notification is required.

2. The student is required to contact a block director, course director, clerkship director or another person responsible for the setting in which the alleged mistreatment occurred. Alternatively, the student may wish to contact the VTCSOM Learning Environment Advocacy Committee (LEAC – the composition and duties of which are further defined in Appendix G). If a director is contacted, the director would seek additional information regarding the allegation from sources other than the involved student, including (but not limited to) individuals present when the incident occurred, others with direct information about the incident, and the faculty member him/herself. Even if a director undertakes this information gathering process directly, LEAC should be notified that a complaint has been received and an investigation started.
3. The director should conduct this fact-finding activity in 10 working days or less.
4. If the director finds that the allegation has no merit and no further action is warranted, the process concludes at this point. The director should forward a brief report to the Associate Dean for Faculty Affairs, LEAC, and the Associate Dean for Student Affairs.
5. If the allegation has merit yet the incident is deemed to be readily remediable, the director would contact the faculty member to seek resolution. This may occur by the director providing the faculty member feedback, counseling, instruction, or even reassignment of the VTCSOM-sanctioned activity. Since the process concludes at this point, a brief report should go to the Associate Dean for Faculty Affairs, LEAC, the Associate Dean for Student Affairs, and the Department Chair of the faculty member.
6. If the allegation has merit and the incident is deemed by the director to be of major significance or egregious, the director shall forward the allegation in writing to the Associate Dean for Faculty Affairs, LEAC, the Associate Dean for Student Affairs, and the Department Chair of the faculty member.
7. VTCSOM has responsibility to assess the allegation of student mistreatment as the allegation relates to the academic activity of the faculty member. The Department Chair has responsibility to carry out any further assessment as necessary regarding the faculty member's role in the Department.
8. Under the direction of LEAC and the Associate Dean for Faculty Affairs, a formal VTCSOM investigation should be initiated. This involves identifying individuals from the Faculty Governance Committee to assist in an investigation. The chair of the Faculty Governance Committee and at least two additional members of the Faculty Governance Committee should be identified as an investigatory subcommittee.
9. The VTCSOM investigation and any decision should be completed within 20 working days from the time the allegation is delivered to the Associate Dean for Faculty Affairs.
10. The VTCSOM investigation may be conducted informally or may involve a hearing. If there is a hearing, both the student and the faculty member would be expected to appear. However, if

either the student or faculty member feels the allegation would expose him/her to undue embarrassment, stress, or other disadvantage, a written statement would be acceptable. Any written statement would have to stand alone without opportunity for further clarification, enhancement or correction. If either or both the student and the faculty member choose to attend a hearing, either or both may be accompanied by one representative. The representative, who may be legal counsel, may sit through the proceedings but that representative could not directly address the hearing.

11. Following the VTCSOM investigation process, the investigatory subcommittee conducting the investigation should arrive at a consensus regarding the merit of the allegation.
12. The findings of the VTCSOM investigation should be presented to the full Faculty Governance Committee. The Committee either confirms the findings or sends the process back to the investigatory subcommittee for further clarification.
13. If the decision by the Faculty Governance Committee is that mistreatment of a student did occur, a sanction should be determined. Sanctions could involve: a formal apology; feedback or counseling of the faculty member; reassignment of either student or faculty member to avoid contact with the involved student; reassignment of the faculty member to eliminate teaching opportunities through VTCSOM-sanctioned activities; withdrawal of the VTCSOM faculty appointment; or other sanctions.
14. A final report including the allegation, the findings of the Faculty Governance Committee, and the proposed sanction should be forwarded to both LEAC and the Dean. The Dean would review and make the final decision. Copies of Faculty Governance Committee report and the Dean's decision should be sent to the Associate Dean for Faculty Affairs, the Associate Dean for Student Affairs, LEAC, and the Department Chair of the faculty member. The Associate Dean for Faculty Affairs carries out the sanction or delegates as appropriate regarding academic issues. The Associate Dean for Student Affairs informs the student and follows up as necessary. The Department Chair oversees any other consequences not relevant to academic sanctions.
15. If the allegation by the student was found not to have merit, and there is a pattern of allegations without merit from that student, the student should be referred to the Medical Student Performance and Promotion Committee. If there is a pattern of allegations directed towards a faculty member, even with exoneration, the faculty member should be referred to the Faculty Governance Committee.

VTCSOM students also have the opportunity to express concerns about faculty conduct to the Virginia Tech Committee on Faculty Ethics (CFE). For more information, see section 2.7.1.1 of the Virginia Tech Faculty Handbook.

Students at Virginia Tech are also invited to review key portions of the Hokie Handbook (Office of Student Affairs): Statement of Student Rights and Responsibilities; Virginia Tech Principles of Community; Student Complaints. Also relevant are policies of the Graduate School, which may be viewed online in the Graduate Catalog.

Complaints about any function of the university are ordinarily handled through the normal administrative chain. Students who wish to file a formal complaint should write a letter to the head of the administrative unit responsible for the area of complaint. The letter should detail the problem being complained of and the redress requested. There are some types of complaints, which have additional formal mechanisms for redress, which are explained in University Policies for Student Life and other university documents. Students who desire assistance in determining the most appropriate avenue for addressing a specific complaint should contact the Dean of Students Office.

2.7 Unprofessional Behavior of a Faculty Member

Unprofessional behavior by a faculty member should be reported to the Chair of the Department in which the faculty member is appointed. Unprofessional behavior may include speech, actions, writing or other behavior that is contrary to the principles laid out in the Educational Compact. Unprofessional behavior need not result in mistreatment or harassment to be considered conduct unbecoming of a faculty member at VTCSOM. Behavior that is considered mistreatment of a student is addressed in section 2.6 in these Bylaws; any allegation of mistreatment should follow the process outlined in that section.

Special note is made of the possibility of an intimate relationship developing between a medical student and a faculty member. An intimate relationship occurring in which a faculty member has direct teaching, supervisory, mentor, or preceptor role and would be making or contributing to an assessment (grade) of the student directly contradicts the principles of the Compact and would be considered mistreatment. The process described for mistreatment of a student would be followed. An intimate relationship may develop apart from any teaching or supervisory role the faculty may have over the student. Even if consensual, such behavior is considered unprofessional and the process for evaluation and possible sanction outlined in this section would apply. (See also section 9.2.2, Conflicts of Interest in Student Assessment and Promotion).

The Department Chair has the responsibility to assess any report of unprofessional behavior. The Chair would follow guidelines within the department or the institution. Following any investigation, the conclusion, including any planned action, by the Chair regarding unprofessional behavior should be forwarded in the form of a report to the Associate Dean for Faculty Affairs and to the Learning Environment Advocacy Committee (LEAC). The Associate Dean would take the report to the Faculty Governance Committee for review. After review of the Chair's report, the Committee would determine whether a sanction that relates to the faculty member's academic position be imposed, up to and including revocation of the faculty appointment to VTCSOM. The Committee should frame its opinion in the form of a recommendation to be forwarded to both LEAC and the Dean.

The report from the Department Chair and the recommendations from the Faculty Governance Committee regarding the nature of the unprofessional behavior and any proposed academic sanction should be forwarded to the Dean. The Dean would review and make a final decision

regarding any action by VTCSOM. The final decision is sent to LEAC for review and cataloging.

2.8 Academic Freedom

The VTC School of Medicine is committed to the definition of academic freedom contained in the *American Association of University Professors' 1940 statement of Principles on Academic Freedom and Tenure* as found online (<https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>) and in print (*AAUP Bulletin*, September 1970, pp. 323-326).

VTCSOM endorses and encourages the rights and obligations of its faculty with regard to academic freedom. Academic freedom in the discourse between teachers and students is essential to the pursuit of knowledge and truth. Faculty members, trainees, and staff are entitled to the free pursuit of scholarship and research, including publication, within the confines of legal and regulatory constraints and School policy. Faculty also have the freedom to express their personal ideas and opinions in public forums as long as there is the clear representation that the ideas and opinions do not necessarily reflect those of the VTC School of Medicine, Virginia Tech, or Carilion Clinic.

VTCSOM faculty are likely, and sometimes even encouraged, to use social media platforms for both personal and professional communication. Indeed, many academic institutions consider social media communication to be a form of academic freedom. Social media has some distinct advantages in communication including timeliness, a potentially wide audience, and low cost. Faculty should continually keep in mind, though, that use of social media carries responsibilities and even risks. VTCSOM has put together some guidelines for use of social media. These guidelines are based on guidelines from both Virginia Tech and Carilion Clinic, as well as on material from professional organizations such as the AMA and AAMC. Text of these guidelines along with suggestions for both positive uses of social media and cautions are outlined in Appendix H.

CHAPTER THREE – FACULTY GOVERNANCE

3.1 Faculty Assembly

3.1.1 Composition

The Faculty Assembly is composed of all regular faculty. This includes faculty with a primary appointment to VTCSOM of any rank on the tenure to title track and non-tenure track, and faculty with a secondary appointment to VTCSOM of any rank. Adjunct Faculty, Clinical Preceptors, Senior Instructors and Instructors, and Visiting faculty are not voting members of the Faculty Assembly; although these faculty may attend proceedings, join in discussions and otherwise contribute to faculty governance, they do not have a vote. The Faculty Assembly meetings are convened, directed, and adjourned by the Chair of the Academic Committee.

3.1.2 Quorum and Voting

A quorum for a Faculty Assembly meeting consists of the majority of the faculty members present who respond to the call for meeting. Only regular faculty members present may vote. There are no proxy votes. It is acceptable for a vote to be by acclamation but secret ballots will be distributed if any member calls for a secret ballot.

Only those VTCSOM faculty members with appointments in the Regular Faculty series shall be accorded voting rights; these appointments are as follows:

1. Regular faculty with a primary appointment at VTCSOM
 - a. Tenured faculty (have achieved tenure to title)
 - b. Tenure to title track faculty (working toward tenure to title)
 - c. Non-tenure to title track faculty
2. Regular faculty with a secondary appointment at VTCSOM, and with a primary appointment in another college at Virginia Tech, or at Jefferson College of Health Sciences, or Radford University)

Instructional faculty (adjunct, clinical preceptor, senior instructor, instructor, and visiting) do not have voting privileges.

3.1.3 Meetings

The Faculty Assembly meets at least one time each academic year (normally in late February or early March). The annual Faculty Assembly meeting is preceded by e-mail notice of time and place, along with a written agenda. It is assumed all faculty either have email or that messages can be delivered to faculty by an assistant or associate with access to email; no substitute means of announcement is regularly used to announce Faculty Assembly meetings. The notice and agenda shall precede the annual Faculty Assembly meeting by at least one (1) week.

Other Faculty Assembly meetings may be called by the Chair of the Assembly; such called meetings may be held to respond to issues raised by the Chair, by recommendation of one of the Standing Committees, or by constituent faculty members. An issue raised by constituent members must be shown to have general interest, as judged by the Chair; otherwise, the issue can be raised at the next called or annual meeting, whichever comes first. A written agenda must precede any called meeting. The agenda is distributed to members of the Faculty Assembly by e-mail. The notice and agenda shall precede the called meeting by at least one (1) week. Faculty should respond regarding their intention to attend the annual or called meeting in order to determine, at the meeting, if a quorum exists. While faculty are encouraged to attend all Faculty Assembly meetings, there is no penalty for non-attendance. A faculty member's presence at the Faculty Assembly meeting is not necessary for that person to be elected to a faculty committee or other activity.

On occasion, the Chair of the Faculty Assembly may determine that certain faculty activity may be accomplished by e-mail. Such activity may range from informational to interactive to items that require a vote. An e-mail interchange may not substitute for the annual Faculty Assembly meeting as described above. But an activity by e-mail may substitute for a called meeting. Any e-mail interchange must include a description of the issue involved, any relevant attachments, and an indication that a response shall be made within one (1) week. There is no requirement for a quorum through an e-mail meeting or vote. If a vote on an item is taken by e-mail, the item would pass or fail by a majority of the votes cast.

3.1.4 Duties

The Faculty Assembly is the legislative body of the faculty. Through the Faculty Assembly come the rules and processes by which the faculty governs itself, consistent with the policies and procedures of the Faculty Handbook at Virginia Tech. The primary tasks of the Faculty Assembly are:

- Consideration and approval of an annual "State of the School" address by the dean
- Consideration and approval of reports from Faculty Committees and VTCSOM leadership
- Consideration of and vote upon any proposed changes to the Faculty Bylaws, which is the principle governance document for faculty at VTCSOM
- Consideration and vote upon other matters of concern to the governance of the faculty

3.2 Faculty Committees and Responsibilities

The Academic Committee and Standing Committees are constituted to accomplish the work of the faculty. Special and/or ad hoc faculty committees may be established from time to time by the Dean or by the Academic Committee or Faculty Assembly to consider matters either not within the jurisdiction of any other committee or which cannot be accomplished as part of the regular business of another committee.

In regards to faculty committees, if a faculty member, for whatever reason, cannot serve his/her entire term, the Dean may appoint another faculty member to serve out the remainder of the unfilled term. Regardless of time served by the replacement faculty, this would not count as a "full" term. Committees should have faculty member elections/appointments such that, as much as possible, terms are staggered.

In the circumstance that a faculty member changes department (e.g., from a basic science to a clinical department) or is promoted (e.g., from Associate Professor to Professor), and this change would unbalance a committee, the faculty member would not have to step down from the committee. He/she would continue to serve the remainder of his/her term. However, if there was a desire to run for a second term, the faculty member would run representing the new, primary department or rank.

No student may serve on more than one faculty standing or ad hoc committee. Being on a faculty committee does not limit participation by the student on student governance committees. Unless otherwise specified, student committee members on faculty committees serve only one (1) year. All faculty standing committee terms are three (3) years. An individual faculty member may serve two (2) consecutive terms on any one committee (except Academic Committee, see below), but then must stand down from that committee for at least one (1) year. After a one (1) year hiatus, the faculty member may run again and, if elected, he/she is eligible to serve two (2) consecutive terms. Faculty members can only run for elected office representing the department of his/her primary regular VTCSOM appointment.

3.2.1 Virginia Tech Committees

Faculty members of VTCSOM with a regular appointment who are employed by Virginia Tech are eligible to serve on committees, commissions and/or other groups as described in the Virginia Tech Faculty Handbook. Interested employees must meet the requirements of Virginia Tech and be elected to serve in accordance with procedures stated in the VT Faculty Handbook.

3.2.2 VTCSOM Academic Committee

The Academic Committee is the chief policy and oversight faculty committee. All standing faculty committees have reporting responsibility to the Academic Committee. Each standing faculty committee submits a report to the Academic Committee twice a year. The Academic Committee may request additional information or meet with a committee or its chair as needed. Policy recommendations from standing faculty committees are submitted to the Academic Committee for approval. Once a policy recommendation is confirmed, it is submitted to the dean for approval and submission to the Office of the Provost. The Dean serves as Advisor to the Academic Committee.

The Academic Committee will have six (6) regular faculty members, consisting of five (5) elected faculty and one (1) Dean's appointee.

The terms of the Academic Committee are as follows:

The elected faculty and Dean's appointee serve a term of three (3) years. The terms are staggered in a three year cycle such that two (2) faculty are elected Year 1, two (2) faculty are elected Year 2, and one (1) is elected year 3 (a 2-2-1 election cycle) with the Dean's appointee selected in Year 3

The Chair is elected by the members of the Academic Committee from among the five (5) elected members. The Chair serves a one-year term, and may not serve more than one year as Chair during the three-year committee appointment. It is possible to remain on the Committee after serving as Chair. It is not necessary for the Chair to be in the last year of the three-year committee term on Academic Committee. Election of the new Chair will take place at the first meeting of the new academic year. During this one (1) year term, the Chair of the Academic Committee is also Chair of the Faculty Assembly.

In contrast to other committee terms, the elected faculty members and the Dean's appointee may only serve one (1) term on the Academic Committee before standing down. Faculty, however, may choose to stand for election back onto the Academic Committee after a one (1) year hiatus. If elected onto Academic Committee for a subsequent term, a faculty member who had been Chair previously is eligible to be elected Chair again.

The Dean's appointee serves at will; it is possible for the Dean, without cause, to replace his/her appointee before having served a full three (3) years. The subsequent replacement, also appointed by the Dean, may only serve the remainder of the previous appointee's term before reappointment or selection of a new appointee.

3.2.3 Medical Student Admissions Committee (MSAC)

The Medical Student Admissions Committee (MSAC) is responsible for all activities and policies related to the admissions process. This committee makes the final decisions regarding acceptance of applicants. Policy changes recommended by MSAC are reported to the Academic Committee. The Dean Advisors to the Medical Student Admissions Committee are the Senior Dean for Academic Affairs, Senior Dean for Research, and the Chief Diversity Officer.

The Medical Student Admissions Committee will have 28 members, consisting of:

Two (2) Dean's appointees to serve as Chair and Vice Chair. The appointed Chair and Vice Chair shall be regular faculty members.

Fifteen (15) elected regular faculty members:

Seven (7) Dean's appointees (the Dean's appointees need not be regular faculty members)

Four (4) student members, which shall include four from the M3 class

The terms of the Medical Student Admissions Committee are as follows:

The Chair and Vice Chair of the Admissions Committee, appointed by the Dean, do not have a limit on the number of terms he/she may serve. Either may serve indefinite consecutive terms. The Chair of the Admissions Committee may also be the Assistant Dean for Admissions.

The term of service of all elected regular faculty members is three (3) years. Each elected faculty may serve two (2) consecutive terms before standing down for at least one (1) year.

The fifteen (15) elected faculty will have their terms staggered such that each year the Faculty Assembly will elect 5 new members.

The seven (7) appointees serve at the will of the Dean. The expected term for each appointee is three (3) years and the appointments are such that the terms are staggered in a 3-2-2 cycle. All appointees may serve indefinite consecutive terms.

The term of service for each student is one (1) year. Students shall only serve one term.

The Committee functions as two (2) parallel sub-committees utilizing common admission criteria, each with fourteen (14) members headed by the Chair or the Vice Chair. Each sub-committee is relatively independent, evaluating approximately half the applications, providing members for interviews or other functions approximately half the time. Both sub-committees are asked to vote to select the most competitive applicants, with offer letters sent throughout the application cycle. At the discretion of the Chair and Vice Chair, both sub-committees may be asked to meet in joint session for purposes of policy, proposals of change, or other Admissions Committee business.

Within the functioning of the sub-committees, the student members are voting members. Student members are not asked to prepare a "brief" on any of the applicants; "brief" preparation shall be done only by elected or appointed faculty members of the Committee.

3.2.4 VTCSOM Appointment, Promotion and Tenure Committee (APT)

The Appointment, Promotion and Tenure (APT) Committee is responsible for the oversight of all appointments to the VTCSOM; for establishing, maintaining and implementing the criteria for promotion within the tracks and ranks of faculty; and for recommending promotion and the conferral of tenure to title to deserving faculty. The APT Committee is also responsible for overseeing the Maintenance of Appointment process and the yearly academic evaluation of faculty (though most of the actual process is directed out of the Office of Faculty Affairs). Recommendations by the APT Committee for appointment, promotion and tenure to title of faculty go directly to the Dean; recommendations for policy changes go to the Academic Committee. The Dean Advisors to the APT Committee are the Associate Dean for Faculty Affairs and the Chief Diversity Officer.

The APT committee will have seven (7) regular faculty members (including regular faculty members with a secondary appointment), consisting of:

Five (5) regular faculty members, including the Chair, who are full Professors

Two (2) regular faculty members, who are Associate Professors

The Dean appoints one member to the Committee and six members are elected by regular faculty.

The Chair is elected by the members of the APT Committee from the five (5) regular faculty members who are full Professors. The Chair serves for a one (1) year term. A person can serve as committee Chair for only two years out of a given three year term as a committee member.

The terms of the APT Committee members are as follows:

Three (3) years, which is renewable one time, for a total of two (2) terms, before standing down for at least one (1) year. The Dean's appointee may also serve two (2) terms.

Voting by APT Committee Members:

In discussion of a given candidate who is being considered for tenure to title, only APT Committee members who have achieved tenure may vote on the tenure to title decision. In discussion of a given candidate who is being considered for promotion to Professor, in either the tenure to title or non-tenure track, Associate Professors may participate in the discussion but not vote. A regular faculty member with a secondary appointment may participate fully to the extent of his/her rank in discussions and votes regarding promotion. The Associate Dean for Faculty Affairs and the Chief Diversity Officer, as advisors to this Committee, are not voting members. Recommendations of the APT Committee go to the Dean, who has final responsibility for recommendations to the Provost, President and/or Board of Visitors regarding promotion and tenure to title.

If a faculty member is elected to the APT Committee, it is prohibited for s/he to also serve on a departmental APRT Committee in order to avoid the appearance of a conflict of interest. A committee member may not participate or vote when the committee is evaluating a spouse, family member, or other individual with whom the faculty member has a close personal relationship as this would constitute a potential conflict of interest.

3.2.5 Departmental Appointment, Promotion, Review and Tenure Committees (APRTs)

Each departmental APRT committee is expected to develop and update as appropriate explicit products, activities, and accomplishments relevant to that specialty to function as guidelines that can be consulted by the faculty member who wishes to be considered for promotion.

Each department is expected to constitute an Appointment, Promotion, Retention, and Tenure

(APRT) committee. Duties of the APRT committee are included throughout these Bylaws, but at a minimum this committee functions as the body that reviews and recommends on issues of faculty appointment; reviews and recommends on issues of faculty promotion and tenure to title; reviews on issues of progress towards tenure to title and/or promotion; and reviews maintenance of appointment and other issues relevant to retention of faculty in their track and rank.

The composition of the APRT committee may reflect the needs and resources of the department; hence, it may be a relatively large or small committee. However, membership on a departmental APRT Committee is reserved for faculty who are either Associate Professors or Professors. The APRT committee is expected to have a certain balance of faculty with the rank of Associate Professor and Professor. Decisions of promotion from Assistant to Associate Professor can be voted upon by the entire committee. While APRT committee members with rank of Associate Professor can be included in the discussion, only those with a rank of Professor can vote when considering promotion from Associate Professor to Professor. However, regardless of the rank of the Chair, his/her recommendation for promotion is made from the perspective of the Chair. Hence, a Chair can complete a recommendation for promotion regardless of the track or rank of the candidate. Details of election by department faculty or selection by the Chair can be determined by each department. The department chair will not serve on the Departmental APRT Committee.

Since the committee will be making recommendations regarding promotion to full professor, there must be at least three full professors on the departmental APRT committee; the full professors may be from either the tenure to title or non-tenure track. When dealing with issues of promotion and tenure to title, it is permitted for more than one department to combine faculty resources into one committee to review promotion requests from all the departments. This may be especially necessary if a department does not have an adequate number of full professors. The combined APRT committee may choose to remain a combined committee for all APRT activities or may choose to break into department-specific sub-committees to deal with actions that are more department-specific.

The APRT committee shall elect a chair; the chair should be a full professor. A combined APRT committee should elect a chair and co-chair(s) with one from each department represented.

If a faculty member is elected to the APT Committee, it is prohibited for s/he to also serve on a departmental APRT Committee in order to avoid the appearance of a conflict of interest. A committee member may not participate or vote when the committee is evaluating a spouse, family member, or other individual with whom the faculty member has a close personal relationship as this would constitute a potential conflict of interest.

3.2.6 Medical Curriculum Committee (MCC)

In accordance with LCME accreditation standards, the Medical Curriculum Committee is

responsible for the overall design, management, supervision and evaluation of the curriculum. The thirteen (13) voting members of the Medical Curriculum Committee consist of:

Four (4) faculty from basic science;

Four (4) faculty from the Clinical Sciences;

Two (2) students, one from the M2 and one from the M4 year;

BIC-1 Chair, Assistant Dean for Basic Science Education Years 1-2, *Ex Officio*, appointed by the Dean;

BIC-2 Chair, Associate Dean for Clinical Science Years 3-4, *Ex Officio*, appointed by the Dean;

One (1) Chair, the Senior Dean for Academic Affairs, appointed by the Dean.

The eight (8) faculty members are elected by the Faculty Assembly. Student members are elected to a one-year term according to guidelines in the Student Bylaws.

The Dean Advisors to the MCC include the Senior Dean for Academic Affairs (who is also the Chair of the MCC), Director of Faculty Development, Senior Director of Student Assessment, Senior Director of Clinical Skills Assessment and Education, Assistant Director of Program Evaluation, and the Senior Director of Institutional Effectiveness.

The terms of the Medical Curriculum Committee are as follows:

The term for elected faculty is three (3) years, which is renewable one time for a total of two (2) terms before standing down for at least one (1) year. The schedule for election of faculty members is such that the four (4) faculty of basic sciences are elected in a 2:1:1 cycle and the four (4) physician faculty or other health professionals who are clinically active are also elected in a 2:1:1 cycle.

The term for students is one (1) year which is not renewable.

The Dean serves as the chief academic/medical officer of VTCSOM, with ultimate responsibility for the design and management of the medical education program as a whole. In accordance with accreditation standards promulgated by the Liaison Committee for Medical Education (LCME), the Medical Curriculum Committee is responsible for monitoring the curriculum, including the content taught in each discipline, so that the program's educational objectives are achieved.

The MCC, through the four subcommittees and working with the Dean will:

- a. Ensure that the educational objectives address the breadth and depth of knowledge required for a general professional education and that Year 3-4 clerkships, electives, rotations, and other clinical or research activities complement and supplement the curriculum so that each medical student will acquire appropriate competence in general medical care regardless of

- subsequent career specialty.
- b. Ensure the currency and relevance of content.
 - c. Ensure the number and expertise of faculty (regular and instructional) to teach the curriculum.
 - d. Monitor the extent of redundancy needed to reinforce complex topics.
 - e. Participate in a retreat every three years, convened by the Dean, to review the VTC goals and objectives, as well as the entire VTCSOM curriculum.
 - f. Review stated objectives of each block and clerkship to ensure congruence with programmatic educational objectives.
 - g. Ensure logical sequencing of the various segments of the curriculum.
 - h. Ensure that content is coordinated and integrated horizontally and vertically.
 - i. Ensure the use of appropriate teaching methods and instructional formats.
 - j. Oversee the development of assessment tools used to test students' abilities in knowledge/skills and attitudes and also monitor student performance on internal and external exams.
 - k. Monitor the workload of the students to achieve an appropriate balance across value domains and overall.
 - l. Monitor overall quality of content and delivery of the curriculum.
 - m. Evaluate program effectiveness.
 - n. Set student achievement standards.
 - o. Review regular reports from the MCC.
 - p. Review, evaluate and recommend curricular policy changes to the Dean.
 - q. Prepare committee minutes that document that these activities have taken place and that report on the committee's findings and recommendations.

Policies and procedures adopted by the MCC shall be consistent with Virginia Tech policies and procedures.

3.2.7 MCC Block Integration One Subcommittee (BIC-1)

The BIC-1 is a subcommittee of the Medical Curriculum Committee, and is charged with managing the operational aspects of the curriculum in Phase-1 including planning and implementation. BIC-1 is comprised of the assistant dean for basic science education (who chairs the committee), the basic science block directors, the assistant dean for clinical science - years 1 and 2, the interprofessionalism domain director, and the director of research education. The chair of BIC- 1 and the senior dean for academic affairs are advisory members of this committee. The committee meets to coordinate the delivery of the curriculum in Phase-1. The BIC-1 has access to the one45 database to facilitate the work of the committee.

3.2.8 MCC Block Integration Two Subcommittee (BIC-2)

The BIC-2 is a subcommittee of the Medical Curriculum Committee, and is charged with

managing the operational aspects of the curriculum in Phase-2 including planning and implementation. BIC-2 is comprised of the clerkship directors, the domain leaders and the director of the Domain Day program. BIC-2 is chaired by the assistant dean for clinical science - years 3 and 4 who is appointed by the dean. The Chair of BIC-2, the senior dean for academic affairs, the director of faculty development, the senior director of student assessment, and the senior director of clinical skills assessment and education are advisory members of this committee. The committee meets to coordinate delivery of the curriculum in Phase-2. The BIC-2 has access to the one45 database to facilitate the work of the committee.

3.2.9 MCC Student Assessment Subcommittee

The Student Assessment Subcommittee is a subcommittee of the Medical Curriculum Committee. It is charged with evaluating the overall effectiveness of the assessment program and making recommendations to the MCC for subsequent consideration and action. The Student Assessment Subcommittee (3-4 members) is comprised of members of the MCC, appointed by the Chair of MCC. The senior director of assessment and the senior director of clinical skills assessment and education in the office of academic affairs are advisory members of this committee. The assessment plan for VTCSOM, linking methodology to objectives has been entered into the one45 database to facilitate the work of this committee.

3.2.10 MCC Program Evaluation Subcommittee

The Program Evaluation Subcommittee is a subcommittee of the Medical Curriculum Committee. The charge of this subcommittee is to evaluate the efficacy of the curricular program evaluation system and make recommendations to the MCC for subsequent consideration and action. The Program Evaluation Subcommittee (3-4 members) is comprised of members of the MCC, appointed by the Chair of the MCC. The assistant director of evaluation and the senior director of institutional effectiveness in the office of academic affairs are advisory members of this committee. The curriculum content beginning with the VTCSOM Goals and Objectives, all the way down through session objectives, lecture notes, and key terms in the four year medical curriculum has been entered into the one45 database to facilitate the work of this committee.

3.2.11 Medical Student Performance and Promotion Committee (MSPPC)

The Medical Student Performance and Promotion Committee (MSPPC) is responsible for assuring the academic achievement of all VTCSOM students. In this role, this committee is responsible for developing and overseeing policy regarding standards for advancement. This Committee is not exclusively formed of regular faculty members. As noted below, recommendations for advancement and degree conferral or for student discipline go directly to the Dean; reports and recommendations for policy changes go to the Academic Committee. The Medical Student Performance and Promotion Committee will have 10 members, consisting of:

- Six (6) regular faculty members, including three (3) faculty from Basic Science and three (3) from Clinical Science;
- One student representative from each of the four classes (M1 - M4);

The Chair of this Committee is a regular faculty member and is elected by members of the Committee. The Chair serves for a one (1) year term. A person can serve as committee Chair for only two years out of a given three year term as a committee member. Election of the Chair takes place at the first meeting of the new academic year.

The terms of the Medical Student Performance and Promotion Committee are as follows:

The term of office for the faculty members is three (3) years. If elected to a second term, the faculty member may repeat his/her term one (1) time before standing down for at least one (1) year.

The term of office for student members is one (1) year. Student members are elected to a one-year term according to guidelines in the Student Bylaws.

The Dean Advisor to this committee is the Senior Dean for Student Affairs. This committee will periodically ascertain that adequate progress towards the medical degree is being achieved by each student in each year. Formal recognition of completion of one year's study and passage to the next year will be sent to the student and the Dean.

Towards the conclusion of the student's academic program at VTCSOM, following the advice of the Senior Dean for Student Affairs and Senior Dean for Academic Affairs, the committee will recommend appropriate candidates to the Dean for the conferral of the Doctor of Medicine degree. This Committee also has primary responsibility to respond to concerns regarding advancement of a student and, if necessary, develop policies and procedures that may eventually result in dismissal from VTCSOM.

3.2.12 Faculty Governance Committee

The Faculty Governance Committee proposes, develops, implements, and evaluates standards relevant to the academic activities of all faculty members. The Dean Advisor to the Faculty Governance Committee is the Associate Dean for Faculty Affairs.

The Faculty Governance Committee will have five (5) elected regular faculty members. The Chair is elected from within the Committee. The Chair serves a one (1) year term. A person can serve as committee Chair for only two years out of a given three year term as a committee member. Election of the Chair takes place at the first meeting of the new academic year.

The terms of the Faculty Governance Committee are as follows: three (3) years, renewable. After two (2) terms, the faculty member must stand down for at least one (1) year.

The Faculty Governance Committee oversees the continued development and updating of the Faculty Bylaws. Issues and concerns can be developed internal to this committee or come as requests from faculty, administration, students or other sources. The Faculty Governance Committee should approve any revisions of the Faculty Bylaws or faculty policies before sending to the Academic Committee for presentation to the Faculty Assembly.

This Committee also functions as a Nominating Committee. All faculty positions due for election by the Faculty Assembly or appointment by the Dean will be identified. This committee will put out a call to all regular faculty members interested in seeking election to committees, identify candidates for each open position and administer and oversee the committee election process.

3.2.13 Library and Educational Technologies Committee (LETS-C)

The Library and Educational Technologies Committee is responsible for the identification of and maintenance of resources necessary for the education of students at VTCSOM. This committee is to function as an oversight and policy group regarding the management of library and educational technologies resources needed to deliver the educational activities of VTCSOM. It has budgetary authority for the library and technology resources. This committee is a joint faculty-administrative policy and operations committee. A report of actions, and any policy recommendations of the committee, goes to the Academic Committee.

Recommendations or actions for expenditures or acquisitions are reported by the Chair to the Dean. The Chair is appointed by the Dean and has an indefinite term. Dean Advisors to the Library and Educational Technologies Committee are the Senior Dean for Academic Affairs and the Senior Dean for Research.

The Library and Educational Technologies Committee will have eight (8) members, consisting of the Head Librarian for VTCSOM who will serve as Chair ; two (2) elected regular faculty members; three (3) Dean's appointees consisting of two (2) student representatives (one each from the M1 and M2 year).

The terms of the Library and Educational Technologies Committee are as follows:

- Three (3) years for regular faculty members. Elected regular faculty members may serve two (2) consecutive terms before rotating off for at least one year.
- Three (3) years for Dean's appointees; these may have unlimited consecutive terms.
- One (1) year for elected student representatives. Student members are elected according to guidelines in the Student Bylaws.

The student representative from the M1 year may be elected for a second one (1) year term.

3.2.14 Learning Environment and Advocacy Committee (LEAC)

(Note: the LEAC is a Standing Committee, not an elected Faculty Committee.)

The Learning Environment Advocacy Committee (LEAC) strives to ensure a setting conducive to effective learning by students. To that end, the environment should be engaging and trustful, free from student mistreatment, coercion, undue influence or other behaviors that detract from the ability of students to learn and perform their best. LEAC is charged with promoting a positive environment, at all the sites of teaching and learning associated with VTCSOM.

The LEAC membership includes broad representation from students, faculty, residents, nurses, and hospital or staff administration:

- One (1) student from the M1 class and two (2) students from each of the M2, M3, and M4 classes. Students are elected by a student process each year and an individual student may be re-elected yearly.
- Five (5) faculty members, all of whom are appointed by the Dean; one of these appointed faculty serves as Chair. The faculty members can be reappointed indefinitely.
- Three (3) residents, nominated by the Program Directors and appointed by the Dean. The term for a resident is one year but may be reappointed yearly.
- Six (6) representatives of the Deans Office who are ex officio but permitted to vote. The representatives are: Vice Dean; Senior Dean for Academic Affairs; Associate Dean for Faculty Affairs; Senior Dean for Student Affairs; Associate Dean for Clinical Science 3 and 4; and Chief Diversity Officer.
- A nurse and senior management officer from the Carilion Clinic system and a staff person from VTCSOM. The nurse and senior management officer are recommended to the Dean who appoints to the LEAC. The VTCSOM staff person is selected by the Staff Engagement Committee and appointed by the Dean. The term for the nurse and management persons is one year but each may be reappointed. The VTCSOM staff person may be re-selected and reappointed yearly. More details on the charge of LEAC, procedures, process, and confidentiality is included in Appendix G.

3.2.15 Faculty Vitality and Professional Well-Being Committee (FVC)

(Note: the FVPWBC is a Standing Committee, not an elected Faculty Committee.)

The purpose of the Faculty Vitality and Physician Well Being Committee (FVC) is to serve as a resource for a comprehensive program intended to improve the work life and well-being of physicians, faculty, and other clinicians. The Committee develops, implements, coordinates, and provides guidance for workplace well-being activities including education, intervention, prevention, monitoring, and research. The work of this committee will be one tangible

demonstration of our organization's commitment toward advancing the 4th Aim and fostering an environment in which all faculty members can thrive.

The Committee is jointly sponsored by the Dean of the Medical School and the Chief Medical Officer of Carilion Clinic. Membership will be comprised of representatives of each of the VTCSOM/CC Clinical Departments, the VTCSOM Office of Faculty Affairs, and the VTCSOM Departments of Basic Sciences and Interprofessionalism, as well as representatives from the CC ACP Council, the Housestaff Leadership, Carilion Wellness, and the Salem VAMC. These representatives will be appointed by their respective Chairs or other group leadership. There may be more than one member from a specific group at the discretion of their respective leadership. Members are expected to serve as representatives of their respective groups, and are to regularly report back to those groups regarding the work of the committee and to solicit input from their groups. The Committee Chair will be a co-appointment determined by the committee executive sponsors. Members serve for a 2 year term, with additional terms being a mutual decision of the committee member and their respective leadership. Department representatives are asked to insure that at least one representative is present from their respective department/group for each meeting to insure appropriate representation, continuity of communication, and broad input.

3.2.16 Ad hoc or Special Faculty Committees

An ad-hoc or special faculty committee may be constituted due to a need identified from faculty or from the Dean's office. The Faculty Governance Committee and Academic Committee (or the chair of these committees) can approve the formation of an ad-hoc or special committee, if it fits into the overall structure and duties of faculty. The membership, terms, and details of election or appointment will be developed by the Faculty Governance Committee based on the needs and perceived duration of function of the ad-hoc or special faculty committee.

3.2.17 Departmental Committees

Each department may constitute faculty committees as it sees fit to deal with activities and responsibilities of the department. Composition of department committees is determined by the department and, in general, need not be the same as similar committees in other departments.

CHAPTER FOUR: FACULTY DESCRIPTIONS AND APPOINTMENTS

4.1 Types of Faculty Appointments

There are three types of faculty appointments at VTC School of Medicine: Regular, Instructional and Special Appointment.

Regular faculty members are individuals with a *primary* or *secondary* academic appointment at VTCSOM. All regular faculty must have a doctoral degree in a field of immediate relevance to the mission of the medical school. There are two types of regular faculty appointments, either primary or secondary:

Regular faculty members with a primary appointment at VTCSOM receive an initial appointment in either a tenure to title or a non-tenure to title track. Regular faculty members with a primary VTCSOM appointment are eligible for promotion in rank as their experience and accomplishments warrant. Regular faculty have a substantial commitment to the education mission of VTCSOM, regularly engage in teaching and service to VTCSOM, and pursue scholarly activities in medicine. Regular faculty with a primary appointment have rights and privileges of regular faculty including serving on VTCSOM faculty committees, voting for faculty governance issues, and being appointed by the Dean to serve on faculty committees. Regular faculty members in the tenure to title track are either eligible for and working toward tenure to title, or have achieved conferral of tenure to title.

Regular faculty members with a secondary appointment at VTCSOM have a primary faculty appointment at another college of Virginia Tech, Jefferson College of Health Sciences or Radford University. These faculty members provide a substantial commitment to the VTCSOM education or research mission. Regular faculty with a secondary appointment cannot have VTCSOM rank greater than the rank in their primary academic institution. Regular faculty members with a secondary appointment have rights and privileges of regular faculty including serving on VTCSOM faculty committees, voting for faculty governance issues, and being appointed by the Dean to serve on faculty committees. However, regular faculty members with a secondary appointment are not eligible for tenure to title at VTCSOM. If applicable, tenure to employment, would be awarded by the institution where the primary appointment is held.

Instructional faculty members have a commitment to the education mission of VTCSOM. These individuals may serve as basic science and/or clinical science teachers. These faculty members may have a basic science research focus or a clinical practice focus. Education of VTCSOM medical students is the common focus of these faculty members. Instructional faculty are not regular faculty and cannot be elected to serve on VTCSOM faculty committees or vote for faculty governance issues. There are five types of instructional faculty appointments: Adjunct, Clinical Preceptor, Senior Instructor, Instructor and Visiting Professor.

Adjunct faculty members teach or mentor VTCSOM medical students and typically have a current or previous appointment with another academic university. Adjunct faculty have a valued role in medical education but with a less substantial commitment than regular faculty with a secondary appointment. They are or have been on either a tenure or non-tenure track at the other academic institution and may retain rank at that institution. (Faculty from other colleges at Virginia Tech, Jefferson College of Health Sciences, or Radford University would be expected to apply for regular faculty, secondary appointments. Adjunct titles apply to virtually any other academic institution.) Granting of rank as an Adjunct faculty at VTCSOM takes rank at the other academic institution into consideration but requires review by the Dean, with advice from the VTCSOM Appointment, Promotion and Tenure (APT) committee if needed. Rank at VTCSOM with an Adjunct title will not exceed rank at the other academic institution and may be conferred at a different rank than the other academic institution. Instructional faculty with an Adjunct title are not eligible for tenure to title at VTCSOM.

Infrequently, there may be a circumstance in which Adjunct title is granted to a faculty not associated with another academic institution. This likely would involve a community, non-academic person who anticipates only a short involvement in teaching VTCSOM students (otherwise an instructional or even regular faculty appointment would be appropriate). The Adjunct Assistant, Associate or Professor rank would be expected to match similar expectations of regular VTCSOM faculty.

Clinical Preceptors are faculty members who teach VTCSOM medical students in a clinical setting. The Clinical Preceptor rank is limited to medical doctors with a MD, DO, MBBS, or equivalent degree. The focus of Clinical Preceptors is the clinical education of medical students, with less emphasis on academic faculty affairs or their own academic scholarship. The Clinical Preceptor title does not change, even with prolonged service. The Clinical Preceptor is not eligible for tenure to title.

Senior Instructors are faculty members who have doctoral degrees and significant instructional roles with students. While not limited to these, some examples of Senior Instructors might be: physicians having completed their primary (ACGME designated) residency training period, eligible for independent licensure, and in training at the chief resident or fellowship level; research post-doctoral fellows; doctoral nursing instructors; doctoral psychology practitioners, and so on. Senior Instructors may be community members or teachers who lack an academic affiliation but are chosen for their special expertise and significant commitment to the missions of VTCSOM. Instructional faculty with a Senior Instructor title are not eligible for tenure to title.

Instructors are faculty members who may not have doctoral level degrees, but have instructional roles with students. While not limited to these, some examples of Instructors might be: hospital or community nurses, nurse clinicians/practitioners, physician assistants or similar practitioners who instruct students in medically-oriented topics and/or settings; hospital or community skilled health care-related practitioners who instruct students in interprofessional or allied health skills; skilled or knowledgeable individuals at another academic institution who have

a role in instruction at VTCSOM; or individuals not involved in health care who nonetheless have an instructional role. Instructional faculty with an Instructor title are not eligible for tenure to title.

Visiting faculty members are individuals who are applying for a faculty position, either regular or instructional, but for whom the opportunity to teach medical students is anticipated before the faculty appointment process is completed. This title grants faculty status for purposes of teaching. It is anticipated that the teaching credentials will be appropriate for eventual granting of a regular or instructional faculty appointment. A visiting appointment by design is limited to six months with the more permanent appointment forthcoming or the visiting faculty reverts to a non-faculty status.

4.2 Faculty Appointments, Tracks and Ranks

The track to which a person is appointed should be chosen with deliberation. Track changes are possible but should only be considered after counseling by academic leadership in one's Department or the School. In most cases, a track change may only be considered once. See sections 4.2.10 and 4.2.11 for additional information about track changes.

4.2.1 Regular Faculty, Primary Appointment, Tenure to Title Track

Faculty members on the tenure to title track have a major commitment to excellence in education, clinical care (if relevant), research/scholarship, and service. Tenure to title track ranks are professor, associate professor, and assistant professor. Faculty meet yearly with the chair or section chief to review evaluations of teaching, clinical, research, and academic activities, and plan for teaching assignments and faculty development. Maintenance of appointment and promotion in rank are dependent on demonstrated excellence in all dimensions of the appointment. Regular faculty shall demonstrate continued professional development as a medical educator, be an engaged and productive scholar, and contribute through service to the welfare of the profession and the medical school. Faculty at the Assistant Professor and Associate Professor ranks are expected to have their progress towards tenure to title and promotion reviewed periodically; all tenure to title track faculty have their appointments renewed through the maintenance of appointment process.

4.2.2 Regular Faculty, Primary Appointment, Non-Tenure to Title Track

Faculty members in non-tenure to title track appointments have a significant commitment to education, research/scholarship, clinical care (if relevant) and service at VTCSOM. Non-tenure to title track ranks are professor, associate professor, and assistant professor. Faculty meet yearly with the chair or division director to review evaluations of teaching, clinical, research, and academic activities, and plan for teaching assignments and faculty development. Maintenance of appointment and promotion in rank represents a strong commitment to teaching and student learning with continuing development as a medical educator, productivity in scholarship, and

contribution through service to the welfare of the profession and the medical school. Faculty at the Assistant Professor and Associate Professor ranks are expected to develop at least some progress towards promotion. All non-tenure to title track faculty have their appointment renewed through the maintenance of appointment process.

4.2.3 Regular Faculty, Secondary Appointment

Faculty members with a secondary appointment have a significant education commitment to VTCSOM but retain a primary appointment at other colleges at Virginia Tech, Jefferson College of Health Sciences, or Radford University (faculty at other academic institutions are likely to apply for adjunct appointments). Faculty with a secondary appointment are appointed to a rank no higher than that granted by the primary academic institution. Appointment at or promotion to any rank at VTCSOM must be consistent with criteria expected of VTCSOM faculty at that rank.

Promotion in rank for faculty with a secondary appointment at VTCSOM cannot be initiated before promotion at the primary academic institution unless the faculty is holding a lower rank at VTCSOM than at their primary institution. Faculty meet yearly with the chair or division director to review evaluations of teaching, clinical, research, and academic activities, and plan for teaching assignments and faculty development. Maintenance of appointment and promotion in rank represent a strong commitment to teaching and student learning with continuing development as a medical educator and contribution through service to the welfare of the profession and the medical school. Faculty with a secondary appointment are not eligible for tenure to title at VTCSOM. The extent of the commitment to education at VTCSOM is the major determinant in the decision to grant a secondary appointment (as opposed to appointment in instructional/adjunct track). Faculty with a secondary appointment have the rights and privileges of other regular faculty such as serving on VTCSOM faculty committees, voting for faculty governance issues, and being appointed by the Dean to serve on faculty committees.

4.2.4 Instructional Faculty, Adjunct Appointment

Faculty at VTCSOM who currently have or have had a primary appointment at another academic institution may be considered for an adjunct appointment. Adjunct appointment at VTCSOM recognizes contributions to either the teaching or research missions of the medical school. Adjunct faculty members are appointed into a Department of VTCSOM. Faculty with an adjunct appointment are eligible to be appointed to VTCSOM at the rank granted by the primary academic institution. However, appointment at or promotion to any rank at VTCSOM must be consistent with criteria expected of VTCSOM faculty at that rank. Appointments are typically up to three (3) years and may be renewed through maintenance of appointment. Adjunct faculty are not eligible for tenure to title at VTCSOM.

4.2.5 Instructional Faculty, Clinical Preceptor Appointment

Clinical Preceptors play an important role in the educational mission of VTCSOM, most often engaging students in clinical medicine on ward services or practice-site rotations. The Clinical

Preceptor appointment carries no requirement for participation in research or scholarship, although such activities may be undertaken. Since Clinical Preceptors are not regular faculty, there is no expectation of service to VTCSOM through faculty committees. Faculty meet periodically with the chair, division director, course/block director, clerkship director or other leaders to review evaluations of teaching and plan for teaching assignments and faculty development. The appointment may be up to three (3) years and may be renewed through maintenance of appointment. There is no promotion in rank associated with the title of Clinical Preceptor, nor is the Clinical Preceptor eligible for tenure to title. Clinical Preceptors will be appointed to one of the clinical departments.

4.2.6 Instructional Faculty, Senior Instructor and Instructor Appointments

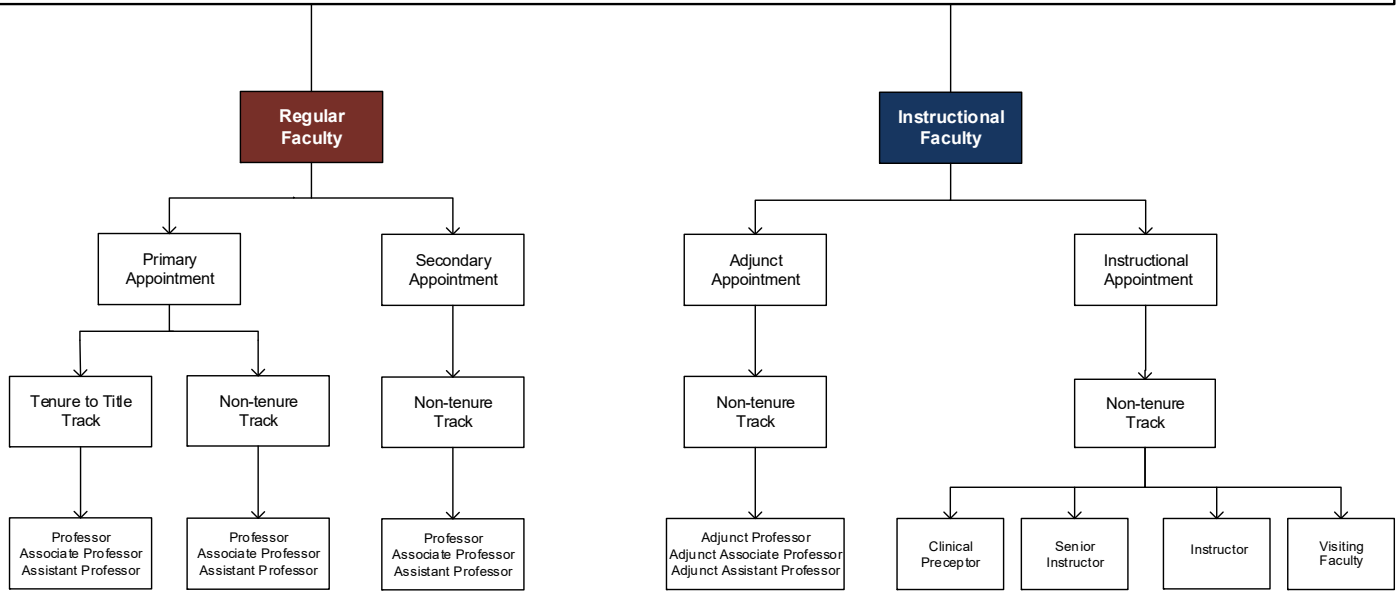
Appointment as Senior Instructor or Instructor recognizes contribution to the teaching of students. Instructors have credentials appropriate to their assignment and consistent with accreditation standards. Senior Instructors and Instructors are not eligible for tenure to title and the only promotion in rank would be from Instructor to Senior Instructor. Faculty meet periodically with the chair, division director, course/block director, clerkship director or other leaders to review evaluations of teaching and plan for teaching assignments and faculty development. Appointment as Senior Instructor or Instructor may be up to three (3) years and may be renewed through maintenance of appointment. Physicians who have completed their core residency training and are serving in either an “extra year” administrative resident role or in a clinical fellowship may or may not be eligible for appointment as a Senior Instructor, depending on graduate medical education accreditation guidelines.

4.2.7 Instructional Faculty, Visiting Faculty Appointment

The visiting faculty appointment is granted to individuals who have initiated the process for a faculty appointment yet anticipate medical student teaching assignments before this process is completed. This appointment is an Instructional Faculty track appointment permitting the faculty member to teach, evaluate, and assess VTCSOM medical students but not expecting the faculty member to engage in regular faculty activities, such as service on faculty committees or voting on faculty ballots. The visiting faculty appointment does not limit the eventual faculty appointment by track or rank. The appointment can be granted by the Dean upon receipt of an appropriate recommendation letter from the Chair of a Department; it does not require ratification by the Board of Visitors. The appointment is active for no more than six (6) months. If the faculty member holding a visiting faculty appointment has not completed the full appointment process within six (6) months, the appointment is withdrawn and teaching, evaluation, and assessment of VTCSOM students is not permitted.

A schematic featuring the titles and ranks of faculty in the Virginia Tech Carilion School of Medicine is pictured below.

Faculty Appointments
Virginia Tech Carilion School of Medicine



Revised 8/8/2018

4.2.8 Track Changes for Regular Faculty

Regular faculty on the tenure to title track may apply to move, one time, to the non-tenure track. Regular faculty on the non-tenure track may move, one time, to the tenure to title track. There would only be rare occasions in which a second move by regular faculty, in either direction, would be considered.

If one's circumstances change, and tenure to title has not yet been granted, regular faculty from either track may move to the Instructional track.

Faculty who have been awarded tenure to title do not have tenure to title or rank removed except for egregious circumstances. Conferring of tenure to title, even without significant additional scholarly progress, ensures one's rank on the tenure to title track and consideration for change to a non-tenure track position is not necessary.

It is recommended that a faculty member be in one of the regular faculty tracks for two (2) years before first considering a change. The recommendation for track change may come from the faculty member him/herself, from the Chair of the Department, from the departmental Appointment, Promotion, Retention, and Tenure (APRT) committee, or from the College APT Committee.

The Chair or APRT committee may recommend that a faculty in the tenure to title track consider changing to a non-tenure track or an Instructional track, if it appears the faculty member is not making adequate progress towards tenure and promotion.

The faculty member in the tenure to title track may request a change to a non-tenure track or an instructional track if one's circumstances (job description change, personal issues) make it likely that the expectations for promotion cannot be maintained.

A faculty member in the non-tenure track, after appropriate consultation, may decide that he/she has ability for productive accomplishment that should be adequate for consideration for promotion on the tenure to title track. In such a circumstance, the non-tenure track faculty may elect to apply for change to the tenure to title track.

Regular faculty members who wish or are recommended to change to a tenure to title track should complete appropriate counseling regarding this move. If a move is considered, the faculty member should develop the CV and academic portfolio to support the change. The process is similar to that for promotion, i.e., appropriate material should be submitted to the Chair and the Department APRT committee. Support letters from outside reviewers are not necessary. The recommendation of the Chair and the Department APRT committee would be sent to the VTCSOM Appointment, Promotion, and Tenure (APT) Committee for deliberation. The APT Committee decision would be relayed to the Dean for a final decision. Any of these track changes must be reflected in a new letter of appointment offered to and signed by the faculty

member.

It is emphasized that a track change by regular faculty, with rare exceptions, should only occur once. If the faculty member, after changing tracks, does not meet criteria for maintenance of appointment or progress towards promotion in that track, it is likely that a final change to a Clinical Preceptor or Instructional title will occur. This would happen through the Department APRT committee with the advice and consent of the VTCSOM APT committee and the Dean.

In the exceptional circumstance in which a second change in track is anticipated, both the department APRT committee and the School APT committee would provide advice and consent to the Chair and Dean.

4.2.9 Track Changes for Instructional Faculty

Track changes for instructional faculty may be appropriate under any of several circumstances:

Faculty with an appointment to an adjunct title may find that he/she is expending substantial effort to VTCSOM and wish to be considered for regular faculty with a secondary appointment.

Faculty who is a Clinical Preceptor may find that he/she is teaching more than expected, performing more service to VTCSOM and affiliated institutions than originally planned, or developing accomplishments that may be worthy of a regular faculty track and rank.

Faculty who is a Senior Instructor may have finished a training period or find he/she is expending greater time in teaching, research/scholarly activity, or service and wish to be considered for an adjunct or regular faculty track. Faculty who is an Instructor may earn a doctoral degree and wish to be considered for the title of Senior Instructor

There may be other circumstances that are appropriate to consider a track change for instructional faculty. The process in each case, though, requires application for appointment to the relevant track as though this were a new appointment, and not a promotion. There is no promotion for instructional faculty that results in a different title (the only exception would be an adjunct faculty who is promoted at the primary academic institution and wishes to be considered for a change in rank in the adjunct title).

4.2.10 Changing Academic Departments

On occasion, a faculty member may find it appropriate to change his/her department. This may occur because of a change in career direction, in duty assignment, or other circumstances. A change in department need only require the consent of both department Chairs. To accomplish this, there should be letters from both Chairs directed to the Dean. Any change in department would ordinarily be accomplished without change in track or rank. If the faculty member

desires a change in track, he/she would follow the process described in section 4.2.10. If he/she desires a change in rank, this would be considered entirely separate from the change in department and would follow the guidelines described in chapter six of these bylaws.

CHAPTER FIVE – APPOINTMENTS TO THE FACULTY

5.1 Guidelines for Track/Rank/Tenure to Title Review/Hiring of Faculty Applicants

All new appointments to the VTC School of Medicine faculty are documented in terms of faculty offer for academic appointment prepared by the Department Chair and approved according to procedures in these bylaws. Further approvals are required by the Dean, the VT Provost and/or President and the VT Board of Visitors. Appointments are not final until officially accepted and signed by the candidate. Careful consideration should be given to the candidate's personal wishes and credentials, as well as the needs of the Department. On occasion, a potential faculty member being recruited to one of the clinical or research units associated with VTCSOM may desire a track or rank different from the track or rank the potential faculty member has in his/her current academic institution. Additionally, the potential faculty member may request a track or rank with tenure to title, in some cases regardless of whether he/she has tenure at the current academic institution. This would almost always occur at the rank of Associate Professor or Professor. In such cases, in addition to agreement by the Chair, the advice and counsel of the Appointment, Promotion, Retention and Tenure (APRT) committee of the department should be sought. As with any appointment at the Associate Professor and Professor rank, agreement by the VTCSOM Appointment, Promotion and Tenure (APT) committee is required before the proposal is presented to the Dean. Details of this process are included in Appendix E.

5.2 Regular Faculty, Primary Appointment, Tenure to Title Track

5.2.1 Eligibility

A faculty candidate is eligible for appointment as a regular faculty/primary appointment/tenure to title track if he/she is proposed for this title and track by the Chair of his/her Department.

The proposal for regular faculty/primary appointment/tenure to title track should result from a discussion between the faculty candidate and the Chair.

Any candidate for appointment to regular faculty/primary appointment/tenure to title track would be expected to have: a Doctoral degree; all necessary further education and/or training for the career choice (for example, but not limited to, completion of subspecialty fellowship or post-doctoral experience); appropriate licensure and credentialing, if relevant to the position; board certification or maintenance of certification, if relevant to the position (it is recognized that some medical/surgical specialties do not confer full board certification until some years after completion of residency or fellowship. A faculty appointment to VTCSOM may be considered as long as the candidate is deemed to be making adequate progress toward the relevant board certification).

Since appointment at the Assistant or Associate Professor level on the tenure to title track

carries an expectation of future progress towards tenure and promotion, a record of inquiry, research and/or discovery sufficient to make judgment regarding one's likelihood for continuing or initiating such scholarship should be evident.

A faculty member moving to VTCSOM from another academic university most likely would apply for appointment in the tenure to title track at the rank of the previous university. The proposal for rank on the tenure to title track will be the result of discussion between the faculty member and his/her Chair. There may be circumstances in which the faculty member moving from another institution wishes to apply for a higher rank; this circumstance is covered in the sections on promotion (6.5 and 6.6).

5.2.2 Process

The faculty candidate will assemble the following documentation prior to discussions with the Chair and prior to submission of the candidacy to the Dean:

- A *curriculum vitae* in the VTCSOM format (see Appendix A for CV format);
- Official transcript of the terminal degree (in some circumstances, a notarized copy of an official transcript is acceptable);
- An academic portfolio;
- Board certification or maintenance of certification, if relevant (typically included in CV)
 - This is expected of faculty candidates who anticipate clinical practice; it is not necessary for doctoral researchers or administrators or for physicians who no longer engage in clinical activities;
- Completion of a demographic questionnaire as required by an accrediting body, e.g., State Council for Higher Education in Virginia (SCHEV) instructor qualification form;
- Completion of Conflict of Interest in Student Assessment and Promotion form;
- Completion of Family Educational Rights and Privacy Act of 1974 (FERPA) Confidentiality Agreement for Faculty;
- Personal statement from the candidate indicating a desire to be involved with the education of medical students at VTCSOM and willingness to abide by faculty governance;
- Evidence of completion of faculty orientation;
- Regardless of the rank of the Chair, his/her recommendation for appointment is made from the perspective of the Chair. Hence, a Chair can complete a recommendation for appointment regardless of the track or rank of the candidate.

Discussions with the Chair would result in a consensus recommendation for appropriate track and rank to be passed up to the Dean. The recommendation from the Chair would come in the form of a letter accompanying the credentials to be submitted to the Dean.

5.2.3 Decision

For the candidate seeking appointment as a regular faculty/primary appointment/tenure to title

track, the Dean is empowered to make the appointment at the Assistant Professor rank. If the recommendation from the Chair is a rank as an Associate Professor or Professor eligible for tenure to title, the Dean would consult the APT committee. If the Dean and APT committee, after consideration of the candidate's credentials, agree on a rank and/or tenure to title, the appointment is made.

5.2.4 Recourse

The appointment by the Dean, or the consensus decision by the Dean and the APT committee, is final. If the appointment is declined, the faculty candidate has no recourse.

5.2.5 Response

The candidate is expected to respond in writing to the letter of appointment within two (2) weeks of receiving the letter of appointment from the Dean. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.3 Regular Faculty, Primary Appointment, Non-Tenure to Title Track

5.3.1 Eligibility

A faculty candidate is eligible for appointment as a regular faculty/primary appointment/non-tenure track if he/she is proposed for this title and track by the Chair of his/her Department.

The proposal for regular faculty/primary appointment/non-tenure track should result from a discussion between the faculty candidate and the Chair.

Any candidate for appointment to regular faculty/primary appointment/non-tenure track would be expected to have a Doctoral degree; all necessary further education and/or training for the career choice (for example, but not limited to, completion of subspecialty fellowship or post-doctoral experience); appropriate licensure and credentialing, if relevant to the position; board certification or maintenance of certification, if relevant to the position (it is recognized that some medical/surgical specialties do not confer full board certification until some years after completion of residency or fellowship. A faculty appointment to VTCSOM may be considered as long as the candidate is deemed to be making adequate progress towards the relevant board certification).

Since an appointment at the Assistant or Associate Professor rank carries a likelihood that promotion to the next rank is desired, there should be indication that academic interest in inquiry, research and/or discovery will result in tangible scholarship or that the faculty candidate's proposed teaching or service will result in adequate progress towards promotion.

A faculty member moving to VTCSOM from another academic university may likely apply for appointment in the non-tenure track at the rank of the previous university. The unusual event of a faculty candidate desiring appointment at a rank higher than the rank from the previous institution is dealt with in the promotion sections of these Bylaws. The final proposal for rank on the non-tenure track will be the result of discussion between the faculty member and his/her Chair.

5.3.2 Process

The faculty candidate will assemble the following documentation prior to discussions with the Chair and prior to submission of the candidacy to the Dean.

- A *curriculum vitae* in the VTCSOM format (see Appendix A for CV format)
- Official transcript of the terminal degree (in some circumstances, a notarized copy of an official transcript is acceptable);
- An academic portfolio;
- Board certification or maintenance of certification, if relevant (typically included in CV)
 - This is expected of faculty candidates who anticipate clinical practice; it is not necessary for doctoral researchers or administrators or for physicians who no longer engage in clinical activities;
- Completion of a demographic questionnaire as required by an accrediting body, e.g. State Council for Higher Education in Virginia (SCHEV) instructor qualification form;
- Completion of Conflict of Interest in Student Assessment and Promotion form;
- Completion of Family Educational Rights and Privacy Act of 1974 (FERPA) Confidentiality Agreement for Faculty;
- Personal statement from the candidate indicating a desire to be involved with the education of medical students at VTCSOM and willingness to abide by faculty governance;
- Evidence of completion of faculty orientation

Discussions with the Chair would result in a consensus recommendation for appropriate track and rank to be passed up to the Dean. The recommendation from the Chair would come in the form of a letter accompanying the credentials to be submitted to the Dean. Regardless of the rank of the Chair, his/her recommendation for appointment is made from the perspective of the Chair. Hence, a Chair can complete a recommendation for appointment regardless of the track or rank of the candidate.

5.3.3 Decision

For the candidate seeking appointment as a regular faculty/primary appointment/non-tenure track, the Dean is empowered to make the appointment at the Assistant Professor rank. If the recommendation from the Chair is a rank as an Associate Professor or Professor on the non-tenure track, the Dean would consult the APT committee. If the Dean and APT committee, after

consideration of the candidate's credentials, agree on a rank in the non-tenure track, the appointment is made.

5.3.4 Recourse

The appointment by the Dean, or the consensus decision by the Dean and the APT committee, is final. If the appointment is declined, the faculty candidate has no recourse.

5.3.5 Response

The candidate is expected to respond in writing to the letter of appointment within two (2) weeks of receiving the letter of appointment from the Dean. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.4 Regular Faculty, Secondary Track

5.4.1 Eligibility

A faculty candidate is eligible for appointment as a regular faculty/secondary appointment if he/she is proposed for this title and track by the Chair of his/her Department. To obtain a secondary appointment, the candidate's primary appointment must be with another college at Virginia Tech, Jefferson College of Health Sciences, or Radford University.

The proposal for regular faculty/secondary appointment should result from a discussion between the faculty candidate and the Chair. This discussion should reflect the faculty candidate's personal desires as well as an assessment of the candidate's credentials and abilities.

Any candidate for appointment to regular faculty/secondary appointment would be expected to have a Doctoral degree; all necessary further education and/or training for the career choice (for example, but not limited to, completion of subspecialty fellowship or post-doctoral experience); appropriate licensure and credentialing, if relevant to the position; board certification or maintenance of certification, if relevant to the position; suitable indication from the primary academic university that a teaching role in VTCSOM is acceptable and supported by the primary university.

A faculty candidate for regular faculty/secondary appointment would have a primary appointment and activity at another academic university but would be scheduled for a substantial role in the education of medical students at VTCSOM. "Substantial" in this setting would mean assignment such as: director of a block design team; director or coordinator of an educational module; director of a value domain or instructional "thread;" clerkship director; or the equivalent in teaching or curriculum development. Assignment to such a role involves a major commitment of time and effort, sometimes in discrete time periods, sometimes spread over the academic year. It is the degree of involvement that is the major determinant of the

secondary appointment. The advice and recommendation of the Chair of the Department will be important in determination of the extent of involvement.

5.4.2 Process

The faculty candidate will assemble the following documentation prior to discussions with the Chair and prior to submission of the candidacy to the Dean.

- A *curriculum vitae* in the VTCSOM format (see Appendix A for CV format)
- Official transcript of the terminal degree (in some circumstances, a notarized copy of an official transcript is acceptable);
- Board certification or maintenance of certification, if relevant (typically included in CV)
 - This is expected of faculty candidates who anticipate clinical practice; it is not necessary for doctoral researchers or administrators or for physicians who no longer engage in clinical activities;
- Completion of a demographic questionnaire as required by an accrediting body, e.g. State Council for Higher Education in Virginia (SCHEV) instructor qualification form;
- Completion of Conflict of Interest in Student Assessment and Promotion form;
- Completion of Family Educational Rights and Privacy Act of 1974 (FERPA) Confidentiality Agreement for Faculty;
- Indication of the degree of involvement in the teaching role; this may take the form of a statement from the Chair of the Department, the Associate Dean for Medical Education, or other relevant person;
- Personal statement from the candidate indicating a desire to be involved with the education of medical students at VTCSOM and willingness to abide by faculty governance;
- Evidence of completion of faculty orientation.

Discussions with the Chair would result in a consensus recommendation for appropriate rank as a regular faculty/secondary appointment. The recommended rank may reflect the faculty candidate's attained rank at the primary university, or the recommendation of the Chair; in either case, the rank may not be higher than that of the primary institution. The VTCSOM rank in the secondary appointment track will be expected to be at least equivalent to the expectations for the similar rank for a VTCSOM regular faculty/primary appointment. The recommendation from the Chair would come in the form of a letter accompanying the credentials to be submitted to the Dean. Regardless of the rank of the Chair, his/her recommendation for appointment is made from the perspective of the Chair. Hence, a Chair can complete a recommendation for appointment regardless of the track or rank of the candidate.

5.4.3 Decision

For the candidate seeking appointment as a regular faculty/secondary appointment, the Dean is empowered to make the appointment at the Assistant Professor rank. If the

recommendation from the Chair is a rank as an Associate Professor or Professor (regular faculty/secondary appointment), the Dean would consult the APT committee. If the Dean and APT committee, after consideration of the candidate's credentials, agree on a rank, the appointment is made.

5.4.4 Recourse

The appointment by the Dean, or the consensus decision by the Dean and the APT committee, is final. If the appointment is declined, the faculty candidate has no recourse.

5.4.5 Response

The candidate is expected to respond in writing to the letter of appointment within two (2) weeks of receiving the letter of appointment from the Dean. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.5 Instructional Faculty, Adjunct Appointment

5.5.1 Eligibility

A faculty candidate is eligible for appointment as an instructional faculty/adjunct if he/she is proposed for this title and track by the Chair of his/her Department. The proposal for instructional faculty/adjunct should result from a discussion between the faculty candidate and the Chair. This discussion should reflect the faculty candidate's personal desires as well as an assessment of the candidate's credentials and abilities.

Any candidate for appointment to instructional faculty/adjunct would be expected to have a Doctoral or other terminal degree; all necessary further education and/or training for the career choice (for example, but not limited to, completion of subspecialty fellowship or post-doctoral experience, achievement of appropriate job or career level for the applicant's skill); appropriate licensure and credentialing, if relevant to the position; Board certification or maintenance of certification, if relevant to the position.

A faculty candidate for instructional faculty/adjunct appointment may have or have had a primary appointment at another academic institution and would be scheduled for a role in the education of medical students at VTCSOM. The extent of service expected from an instructional faculty/adjunct would be moderate to minor and could consist, for example, of: lecturer, for multiple sessions, in a block; lecturer/small group leader for a section of a block or thread; intermittent involvement in teaching a "thread;" mentor for a research project; preceptor for a clinical unit, or the equivalent; or any other service deemed necessary in the education of medical students. Assignment to such a role involves a defined commitment of time and effort, sometimes in discrete time periods, sometimes spread over the academic year. The expectation of leadership or curricular responsibility for a block or "thread" or theme is modest. It is the

degree of involvement that is the major determinant of the adjunct appointment. The advice and recommendation of the Chair of the Department will be important in determination of the extent of involvement.

5.5.2 Process

The faculty candidate will assemble the following documentation prior to discussions with the Chair and prior to submission of the candidacy to the Dean.

- A *curriculum vitae* in the VTCSOM format (see Appendix A for CV format);
- Official transcript of the terminal degree (in some circumstances, a notarized copy of an official transcript is acceptable);
- Completion of a demographic questionnaire as required by an accrediting body, e.g., State Council for Higher Education in Virginia (SCHEV) instructor qualification form;
- Completion of Family Educational Rights and Privacy Act of 1974 (FERPA) Confidentiality Agreement for Faculty;
- Completion of Conflict of Interest in Student Assessment and Promotion form;
- Indication of the degree of involvement in the teaching role; this may take the form of a statement from the Chair of the Department, the Associate Dean for Medical Education, or other relevant person;
- Personal statement from the candidate indicating a desire to be involved with the education of medical students at VTCSOM and willingness to abide by faculty governance;
- Evidence of completion of faculty orientation; for adjunct faculty, orientation can be accomplished through an online mechanism and does not require in person attendance.

Discussions with the Chair would result in a consensus recommendation for appropriate rank as an instructional faculty/adjunct. The recommended rank may reflect the faculty candidate's attained rank at the primary university, or the recommendation of the Chair. The VTCSOM rank in the adjunct track will be expected to be at least equivalent to the expectations for the similar rank for a VTCSOM regular faculty/primary appointment; the rank may not be higher than that of the primary or previous appointment. The recommendation from the Chair would come in the form of a letter accompanying the credentials to be submitted to the Dean.

5.5.3 Decision

For the candidate seeking appointment as an instructional faculty/adjunct, the Dean is empowered to make the appointment at the Adjunct Assistant Professor rank. If the recommendation from the Chair is a rank as an Adjunct Associate Professor or Adjunct Professor, the Dean would consult the APT committee. If the Dean and APT committee, after consideration of the candidate's credentials, agree on a rank, the appointment is made.

5.5.4 Recourse

The appointment by the Dean, or the consensus decision by the Dean and the APT committee, is final. If the appointment is declined, the faculty candidate has no recourse.

5.5.5 Response

The candidate is expected to respond in writing to the letter of appointment within two (2) weeks of receiving the letter of appointment from the Dean. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.6 Instructional Faculty, Clinical Preceptor Appointment

5.6.1 Eligibility

A faculty candidate is eligible for appointment as an instructional faculty/clinical preceptor if he/she is proposed for this title by the Chair of his/her Department. The proposal for instructional faculty/clinical preceptor should result from a discussion between the faculty candidate and the Chair. This discussion should reflect the faculty candidate's personal desires as well as an assessment of the candidate's credentials and abilities.

Any candidate for appointment to instructional faculty/clinical preceptor would be expected to have the MD, DO, MBBS, or equivalent medical doctor degree; all necessary further education and/or training for the career choice (for example, but not limited to, completion of subspecialty fellowship); appropriate licensure and credentialing; board certification or maintenance of certification, whichever is relevant; an expression of interest to participate in the education of VTCSOM medical students and willingness to abide by faculty governance.

A faculty candidate for instructional faculty/clinical preceptor would be a medical doctor in a setting involving VTCSOM medical students. It is the intent of VTCSOM that all clinicians with any but trivial contact with medical students request appointment with VTCSOM. This is to ensure that the clinical preceptor's credentials are relevant to the education of medical students and that the role of preceptor/educator represents the interest and enthusiasm of the candidate.

The clinical preceptor is likely to be a medical practitioner in a clinical setting. Examples of such a role might include: attending physician on an inpatient service; preceptor in the emergency department; preceptor in a clinic or medical office; preceptor in public health or similar settings; medical practitioner in an administrative setting; and so on.. Medical students are at VTCSOM to learn the art and science of medicine; this is likely to occur in a host of different medical care settings. But the common feature of the title of Clinical Preceptor is that the practitioner is trained as and practices as a medical doctor. The advice and recommendation of the Chair of the Department will be important in determination of the extent of involvement.

5.6.2 Process

The faculty candidate will assemble the following documentation prior to discussions with the Chair and prior to submission of the candidacy to the Dean.

- A *curriculum vitae* in the VTCSOM format (see Appendix A for CV format);
- Documentation of the medical doctor degree, typically as an official transcript from the degree granting institution (in some circumstances, a notarized copy of an official transcript is acceptable);
- Evidence of board certification or maintenance of certification, (typically included in CV);
- Completion of a demographic questionnaire as required by an accrediting body, e.g., State Council for Higher Education in Virginia (SCHEV) instructor qualification form;
- Completion of Family Educational Rights and Privacy Act of 1974 (FERPA) Confidentiality Agreement for faculty;
- Completion of Conflict of Interest in Student Assessment and Promotion form;
- Indication of the type of involvement in the teaching role; this may take the form of a statement from the Chair of the Department, the Senior Associate Dean for Academic Affairs, a departmental clinical clerkship director, or other relevant person;
- A personal statement written by the candidate indicating an interest in the education of VTCSOM medical students and willingness to abide by faculty governance;
- Evidence of completion of faculty orientation.

Discussions with the Chair would result in a consensus recommendation for the title of Clinical Preceptor. The recommendation from the Chair would come in the form of a letter accompanying the credentials to be submitted to the Dean.

5.6.3 Decision

For the candidate seeking appointment as a Clinical Preceptor, the Dean is empowered to make the appointment.

5.6.4 Recourse

The appointment by the Dean is final. If the appointment is declined, the faculty candidate has no recourse.

5.6.5 Response

The candidate is expected to respond in writing to the letter of appointment within two (2) weeks of receiving the letter of appointment from the Dean. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.7 Instructional Faculty, Senior Instructor/Instructor Appointment

5.7.1 Eligibility

A faculty candidate is eligible for appointment as an instructional faculty (senior instructor, instructor) if he/she is proposed for this title by the Chair of his/her Department. The proposal for senior instructor/instructor should result from a discussion between the faculty candidate and the Chair. This discussion should reflect the faculty candidate's personal desires as well as an assessment of the candidate's credentials and abilities.

Any candidate for appointment to senior instructor/instructor would be expected to have a minimum of a Bachelor's degree or equivalent, or a higher degree; a doctoral degree is expected for senior instructor; a job, appointment or position congruent to the opportunities or needs of the VTCSOM curriculum; appropriate licensure and credentialing, if relevant to the position; an expression of interest to participate in the education of VTCSOM medical students and willingness to abide by faculty governance.

A faculty candidate for senior instructor/instructor would likely be an educator in a medically related program (e.g., a faculty member at an affiliated nursing, physician assistant or other allied health program), a practitioner in a medically oriented field (e.g., medical social worker), an advanced trainee in an established clinical or research setting (e.g., a fellow or postdoctoral candidate), or a similar relationship. It should be noted that residents-in-training cannot obtain appointment to VTCSOM as a resident is unable to obtain the necessary licensure and credentialing until residency is completed. Of importance to consideration in this faculty position is the background and experience brought to the medical encounter and the skill and willingness to teach such a perspective. This role as educator is the basis for consideration for inclusion in the VTCSOM faculty.

It is the intent of VTCSOM that all teachers with any but trivial contact with medical students request appointment to VTCSOM. This is to ensure that the teacher's credentials are relevant to the education of medical students and that the role of instructor/educator represents the interest and enthusiasm of the candidate. The rank of instructor is meant to be the usual rank afforded a faculty member with these qualifications. The rank of senior instructor would be recommended for those candidates with a doctoral degree (e.g., fellows in a medical specialty program, Doctor of Nursing Practice).

Medical students are at VTCSOM to learn the art and science of medicine; because of the strong value domain of interprofessionalism in the VTCSOM curriculum, recognition is afforded those practitioners/teachers who assist in the education of medical students in realms crucial to medical practice. Such individuals may be appropriate candidates for appointment as senior instructor/instructor. The advice and recommendation of the Chair of the Department will be important in determination of the extent of involvement.

5.7.2 Process

The faculty candidate will assemble the following documentation prior to discussions with the Chair and prior to submission of the candidacy to the Dean.

- A *curriculum vitae* in the VTCSOM format (see Appendix A for CV format);
- Documentation of the academic degree, typically as an official transcript from the degree granting institution (in some circumstances, a notarized copy of an official transcript is acceptable);
- Completion of any required documentation as required by accrediting bodies;
- Completion of a demographic questionnaire as required by an accrediting body; e.g., State Council for Higher Education in Virginia (SCHEV) instructor qualification form;
- Completion of Conflict of Interest in Student Assessment and Promotion form;
- Completion of Family Educational Rights and Privacy Act of 1974 (FERPA) Confidentiality Agreement for Faculty;
- A personal statement written by the candidate indicating an interest in the education of VTCSOM medical students and willingness to abide by faculty governance;
- Evidence of completion of faculty orientation.

Discussions with the Chair would result in a consensus recommendation for the title of Senior Instructor or Instructor. The recommendation from the Chair would come in the form of a letter accompanying the credentials to be submitted to the Dean.

5.7.3 Decision

For the candidate seeking appointment as a senior instructor/instructor track, the Dean is empowered to make the appointment.

5.7.4 Recourse

The appointment by the Dean is final. If the appointment is declined, the faculty candidate has no recourse.

5.7.5 Response

The candidate is expected to respond in writing to the letter of appointment within two (2) weeks of receiving the letter of appointment from the Dean. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.8 Instructional Faculty, Visiting Faculty Appointment

5.8.1 Eligibility

A faculty candidate is eligible for appointment as an Instructional Faculty – Visiting Faculty if

he/she is recommended for a faculty appointment by the Chair of his/her Department. This appointment is designed to be temporary, yet to allow the faculty candidate to engage in teaching, evaluation, and assessment of VTCSOM medical students while the process of faculty appointment is completed. The rank of Instructional Faculty – Visiting Faculty does not limit the eventual faculty appointment by track or rank.

5.8.2 Process

The documentation requirement for this appointment includes the letter of recommendation by the Chair of the faculty candidate's Department. A letter from the Chair is evidence that the Chair has reviewed the candidate's *curriculum vitae*, clinical and/or research credentials and accomplishments, and made an assessment of the capability of the candidate to teach in the VTCSOM. It is recognized that submission of these documents, and others, will be forthcoming for the completion of the regular appointment process. The letter of recommendation by the Chair is the only documentation necessary for conferral of the rank of Instructional Faculty –. This letter would be directed to the Dean. The appointment as Instructional Faculty is time-limited to six (6) months. When the faculty candidate completes the documentation materials for appointment in a more enduring track/rank, and is appointed by the Dean, the visiting faculty appointment automatically ceases. If the faculty candidate does not complete the documentation requirements within six (6) months, the visiting faculty appointment is withdrawn.

5.8.3 Decision

The Dean is empowered to make the appointment as Instructional Faculty – Visiting Faculty upon review of the letter from the Chair.

5.8.4 Recourse

The appointment by the Dean is final. If the appointment is declined, the faculty candidate has no recourse.

5.8.5 Response

The candidate will be sent a letter of visiting faculty appointment, noting the appointment and defining the effective dates. The appointment only becomes active upon receipt in the Dean's office of the letter of appointment signed by the faculty member.

5.9 Co-Appointments

Co-appointment occurs when a faculty member is chosen to have an appointment in a department in addition to his/her primary department. This is different from a secondary appointment or adjunct appointment discussed elsewhere in that the co-appointment recognizes a faculty member whose primary department and department of co-appointment

are both within VTCSOM. The faculty member has a primary department to which he/she has been appointed but the department of co-appointment also wishes to recognize skills or service by including the individual on its roll.

Co-appointment may occur under a number of situations. The individual has special training in two medical specialty areas(e.g., medicine-pediatrics , medicine-psychiatry, pediatrics-emergency medicine); has a special interest and expertise in an area that crosses specialty lines, e.g., Family and Community Medicine and sports medicine (orthopedics); provides a special teaching, research or clinical activity in another area, e.g., the infectious disease specialist (internal medicine) whose research interest is in microbiology (basic science); or other situations.

The appointment to the primary department follows the steps noted above. Co-appointment to a second department would usually be initiated by the Chair of the department in which the co-appointment will be held. Co-appointment for faculty in the instructional faculty tracks may occur in which case the request may be sent by the Chair directly to the Dean for approval.

Co-appointment may be in either the tenure to title or non-tenure tracks. However, co-appointment can only be in the tenure to title track if the primary department appointment is in the tenure to title track; otherwise both appointments would be non-tenure track. If the Chair proposing the co-appointment chooses the rank of Assistant Professor, the request may go directly to the Dean. If the proposed rank for the co-appointment is Associate Professor or Professor, the department APRT committee needs to concur with the Chair. Neither the Chair nor the faculty should assume the co-appointment would automatically be granted at the same rank as the primary appointment; indeed the rank cannot be higher than that held in the primary department. The department APRT committee would need to apply its own criteria to the proposed co-appointment rank, taking into account both the accomplishments within the primary department and appropriate overlap with the department for the co-appointment. Once determined, the request for co-appointment along with a message from the department APRT committee if appropriate will go to the Dean for confirmation.

5.10 Appointment to a Department Other than Specialty

All faculty are appointed to an academic department. On some occasions, the department to which a faculty member is appointed is not the specialty in which the faculty has his/her training or boards. This may occur because of mid-career changes, particular skills more suited to a department different from one's training, or other reasons. Since all appointments are proposed by the Chair of an academic department, it is assumed the Chair is agreeable to the appointment. The appointment process should proceed with the understanding of the Chair's assent.

5.11 Appointment of International Physicians with Special Skills

A potential faculty member who is an international physician with special skills or knowledge

may be recruited to VTCSOM but only under special circumstances. The potential faculty member would need to obtain a medical license from the Commonwealth of Virginia before any consideration of track, rank, or tenure to title would be made by the department APRT committee or the VTCSOM APT committee. The Dean's office would facilitate the obtaining of a special medical license for the accomplished physician. Once the license is granted, the process of determining track, rank, and tenure to title follows the processes detailed in the sections above. A description of the steps necessary for recruitment and appointment of an international physician with special skills is included in Appendix F.

CHAPTER SIX: PROMOTION AND TENURE TO TITLE

6.1 General Description of Promotion and Tenure to Title

Promotion is a major way in which VTCSOM rewards a faculty member's contributions and academic achievements. Promotion represents recognition by VTCSOM that the faculty member has made, and is continuing to make, contributions to the education of medical students and is him/herself engaging in the honored activities of inquiry, research, and discovery. Promotion is more than a routine reward for satisfactory service but reflects a positive appraisal of high professional competence and accomplishment.

A candidate for promotion is evaluated by peers and appropriate administrators. Care must be taken to ensure that this evaluation is conducted according to openly available criteria and consistent application. The faculty member should be assured that the following goals are fundamental to the promotion process:

The promotion process shall recognize and reflect the individual faculty member's advancement in the areas of teaching, clinical care (if that is relevant), scholarly achievement, and service in healthcare in support of the School, the community and the broader medical profession.

Faculty shall be made aware at the time of initial faculty appointment of the criteria by which they shall be evaluated for promotion in the track to which they are appointed.

Assessment shall be made of progress to tenure to title and/or promotion well before the time for consideration of promotion.

As noted earlier in these Bylaws, consideration of promotion and tenure to title is made at the department level by both the Chair and the department APRT committee. The APRT committee is expected to have a certain balance of faculty with the rank of Associate Professor and Professor. As such, decisions of promotion from Assistant to Associate Professor can be voted upon by the entire committee. While APRT committee members with rank of Associate Professor can be included in the discussion, only those with a rank of Professor can vote when considering promotion from Associate Professor to Professor. However, regardless of the rank of the Chair, his/her recommendation for promotion is made from the perspective of the Chair. Hence, a Chair can complete a recommendation for promotion regardless of the track or rank of the candidate.

6.2 Statement of Principles Regarding Teaching, Research, Clinical Care and Service

There are four broad areas in which VTCSOM faculty are expected to participate. These four areas are teaching, scholarly activity/research, clinical care (if applicable) and service. VTCSOM has established principle-based guidance regarding each of these areas, so that faculty members may understand the expectations associated with having a faculty appointment at this medical school.

6.2.1 Teaching/Education

Virginia Tech Carilion School of Medicine (VTCOSM) strives to educate through the active engagement of learners in innovative styles of education. Education at VTCOSM will emphasize student mastery of material by facilitated inquiry. Education in such a setting puts a strong emphasis on the training and skills of the teacher. Appointment as faculty to VTCOSM is a recognition of the desire of the applicant to share his/her knowledge and expertise in the education of medical students, residents, fellows, graduate, post-doctoral trainees and other medical and research professionals. Appointment to the VTCOSM faculty is also recognition of the School's need to have dedicated and inspired teachers. This being the case, appointment to the School, maintenance of appointment and promotion in rank acknowledges teaching as the fundamental activity of all faculty members.

The education of medical students is the primary reason for the existence of the Virginia Tech Carilion School of Medicine. Therefore, teaching is the activity that is common to all faculty members of VTCOSM. Effective and inspired teaching is expected of all VTCOSM faculty who have appointments with the School.

Teaching at VTCOSM takes many different forms. These include facilitation of small groups in the case-based learning format; leading individuals or small groups in both cognitive and skills-based activities; educating in the classroom by lecture, seminar, or group sessions; precepting in the clinics, wards, bedside, operating room, or other clinical sites; modeling in clinical, laboratory, committee or other professional settings; instructing in the research lab; instructing in the use of databases, records, surveys, or populations; or other types of teaching.

Given the primacy of teaching, it is expected that faculty members striving for promotion will be judged on the quality, and to some degree on the quantity, of their teaching. Similarly, faculty members should recognize that skills can always be improved and evidence of one's efforts to improve his/her teaching is also expected.

6.2.2 Scholarly Activities/Research

In addition to engaging students in learning, an academic institution such as VTCOSM fosters and embraces Scholarly Activity/Research. The activities of inquiry, research, and discovery can be viewed as follows:

Inquiry can be considered the asking of a question. Inquiry involves the collecting and systematic analysis of facts and observations and the framing of that analysis into a medically and/or scientifically relevant question.

Research also involves the asking of a question but carries through to the design and implementation of the means by which the question may be answered.

Discovery is the process of obtaining, mastering, and making known knowledge. That knowledge may be entirely new, or collected and interpreted in a medically and/or scientifically relevant way.

Scholarly activity is one of the criteria by which faculty members should be judged in consideration for promotion. At VTCSOM, scholarship can be seen to emanate from any or all of the fundamental missions of the School. Scholarly activity is expected of those faculty members who desire to progress in recognition and rank within the School. Depending on the faculty member's duties, such activity may take many different forms. All such activity should adhere to the highest standards of ethical conduct of research; result in an identifiable product or output; be made public and available both within and outside the School; be subject to review and critique by other scholars in the field; and contribute to knowledge by being reproducible and progressive.

The faculty member in VTCSOM can engage in scholarly activity related to any of the fundamental missions of the School:

Teaching

An educational institution would not exist except for the passing of knowledge. Teaching, in all its forms, is fundamental to any school of medicine. Innovation in the pedagogy of medical education represents scholarly activity within the realm of teaching.

Innovation in the pedagogy of medical education presents opportunities for scholarly activity. Evidence of scholarship includes publication of papers, textbooks, chapters, technical journals, videos/audios; presentation at meetings or conferences (oral, printed); receipt of grants or funding; development of curriculum; new modes of education such as electronic teaching aides; new programs in skills achievement; new methods of assessment or evaluation; collaboration in task forces or committees charged with educational innovation; other forms of scholarship in teaching.

Some scholarly contributions may be made via electronic social media, though the author should recognize that this is not likely to be reviewed favorably as more traditional scholarship is viewed.

It is acknowledged that scholarship and innovation in teaching may occur at the medical student, resident, or fellowship level.

Research

Medicine meets one of its obligations to society by striving to improve the care of its citizens. Medical research addresses that obligation by asking questions, discovering new knowledge, and disseminating that knowledge. Research and the dissemination of knowledge may take many different forms, depending on the abilities and interests of a faculty member and the

imperatives of the institution. Evidence of scholarship in research activity includes publication of results, techniques, progress; writing in textbooks, chapters; presentation at conferences (oral, print); receipt of grants or funding; naming of new particles, genes, compounds; patents; editorships, review groups, study groups; recognition by colleagues in awards, appointment to prestigious organizations; or other forms of scholarship in research.

6.2.3 Clinical Care

Clinical care can be creative and progressive. Innovation in clinical care is a time-honored extension of clinical practice and the systematic application and description of innovative clinical care is scholarship. Evidence of scholarship in clinical care includes description of a new technique, procedure, or application; development of a new clinical care model; identification and dissemination of quality care modes, techniques or changes; leadership in management of clinical delivery; leadership in advocacy for patient, group, or societal health improvement; or other forms of scholarship in clinical care.

Along with other goals, medical students at VTCSOM are educated to become clinicians. The faculty who educate students in clinical medicine should themselves be excellent clinicians. Faculty members who strive for promotion should expect to be judged on their clinical capabilities.

6.2.4 Service

Service may take relevant and acknowledged roles in the clinical, research, or educational realms; service in administration; service to healthcare-related institutions or organizations. Description and dissemination of innovative service represents scholarship. Service entails the investment of time, activity and personal resources in those tasks that make teaching, research, and clinical practices function at VTCSOM. Regular faculty at VTCSOM are expected to take an active role in the activities at VTCSOM, the affiliated clinical settings, the affiliated research settings, and in community, regional or national organizations in support of VTCSOM. Service is acknowledged to occur beyond one's prescribed activities in clinics, labs, or classrooms. Service to VTCSOM is necessary for the School to function and, hence, is an expectation of faculty who strive for promotion. Service can take the form of participation and leadership in faculty committees, course or block development, VTCSOM administrative roles; participation and leadership in administration of clinics or hospital endeavors; involvement and leadership in healthcare-related community service groups; participation and leadership in local, regional or national medical or research organizations; involvement in healthcare-related policy setting groups, task forces, or committees; involvement for advancement of medical, research or academic priorities in political groups.

Willing participation and leadership in service is recognized as important to the function of the institution and demonstrates a commitment to VTCSOM, and is a measure for consideration in promotion. When creative service in advancement of an institution or organization's mission is described and disseminated, such a product represents scholarship.

6.2.5 Documentation of Faculty Activities

Maintenance of the documentation expected in the four broad areas above is a challenge for faculty members. As of 2016, a faculty database system referred to as Digital Measures is able to function as a one-location site for entry of any of the activities noted in this section. Digital Measures was developed to be easy to use, as long as the faculty member makes the effort to enter all relevant material in a timely manner. This repository may also be used at the time of periodic evaluation of faculty members. Digital Measures, as a representative database, has the function to present all relevant material in a traditional *curriculum vitae* format for circumstances when a CV is needed.

6.3 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 VTCSOM of service and accomplishment of the faculty member to VTCSOM, 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), and scholarship, and in acknowledgment of service to the missions of VTCSOM. 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 within the VTCSOM system. 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 VTCSOM of a faculty member who had attained tenure at another peer academic institution and has a truly exemplary portfolio. Tenure to title at VTCSOM may be “uncoupled” from appointment or promotion under several circumstances:

- New appointment to VTCSOM, despite having tenure at a previous academic institution (as noted above, common amongst medical schools);
- New appointment to VTCSOM with awarding of promotion from one rank at another academic institution to a greater rank at VTCSOM (delaying of tenure to title may occur so that VTCSOM can evaluate ongoing scholarship);
- Accelerated promotion from Assistant Professor to Associate Professor or Associate Professor to Professor within the VTCSOM system (such a promotion may take into account time spent in rank at another academic institution, so that VTCSOM 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. While lengthy service to VTCSOM is honorable and noteworthy, tenure to title is based upon tangible accomplishment (as is promotion).

A criteria 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.

Regular faculty with a secondary appointment to VTCSOM have a primary appointment to another academic institution. Tenure awarded to these faculty is limited to the rights and privileges of tenure at the primary institution; these faculty are not also eligible for tenure to title at VTCSOM. Similarly, because the relationship and expectations are different, there is no consideration of tenure to title at VTCSOM for Senior Instructor, Instructor, Clinical Preceptor, or Adjunct appointments.

Promotion and tenure to title are based on the totality of accomplishment, and 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.

6.4 Letters of Support

Letters of support provide important perspective on the fulfillment of criteria for the candidate seeking promotion. Letters of support should place the academic and scholarly activities of the candidate in context of other academic institutions. Specifically, letters of support should reflect on the teaching skills of the candidate; comment on the commitment to clinical care (if relevant), especially during the period for most recent appointment or promotion; address the extent of scholarly productivity; address the relevance of scholarly activity; comment on the leadership abilities and qualities, whether in a local, regional or national setting; reflect the local, regional or national reputation of the candidate; provide perspectives on the character, skills, productivity, leadership, scholarly context, or other qualities of the candidate.

It is not expected for every letter of support to address each aspect noted above, nor would the reflective commentator be able to do so. Consequently, it is necessary for the candidate to have several letters in support of his/her candidacy for promotion. It is required that letters in support of promotion be obtained only from persons who are at or above the academic rank to which the candidate is seeking promotion.

6.5 Promotion Requirements

6.5.1 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. The following guidelines are considered to be the minimal required for promotion at VTC School of Medicine; individual Departments through their Appointment, Promotion, Retention and Tenure (APRT) committees may choose to set higher or more stringent requirements. Each department APRT committee is expected to develop and update as appropriate explicit products, activities, and accomplishments relevant to that specialty to function as guidelines that can be consulted by the faculty applicant (see section 3.2.5 of these bylaws).

6.5.1.1 Assistant Professor to Associate Professor

The tenure-to-title time table for faculty members with regular, primary appointments on the tenure-to-title track will begin on July 1st, coinciding with the VTCSOM's academic year. If the faculty member begins work prior to July 1st, the promotion time table will begin on July 1st of the same calendar year in which the faculty member started work. If the faculty member begins work after July 1st, the promotion-time table will begin on July 1st of the following year. Faculty members on the tenure to title track at the assistant professor rank will have a maximum of seven (7) years since initial appointment to achieve adequate progress towards promotion with tenure to title at the VTCSOM. It is expected 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, concentration should be evident in at least two of the domains. For the faculty member in basic science, concentration should be evident in two domains, one of which must be scholarship.

Candidates on the tenure to title track will have their progress toward tenure to title reviewed at the end of year two (2) and year four (4), as stipulated in section 7.4.1 of these bylaws. If at the time of these reviews it is felt that the candidate is making insufficient progress 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 concentration, evaluations should be laudatory and preferably indicate innovation and creativity. Teaching awards are evidence of excellence. Requests by learners for additional teaching contact are also evidence of excellence. 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. Teachers should recognize that skills can be improved and have undertaken faculty development in this domain.

For the clinician candidate, there should 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. Concentration in clinical care would be evidenced by such metrics in association with considerable clinical teaching time. Concentration in clinical care should also show evidence of leadership in areas of clinical practice activity, clinical techniques or operations, or patient advocacy.

Each candidate should show evidence of progress in *Scholarship*; there should be sustained examples of scholarship in the portfolio. For this to be a domain of concentration there should be evidence of more than one type of scholarship.

The clinician candidate should be able to show dissemination of scholarship with, as an example, five (5) or more publications in journals, books, online collections, or other sites beyond local outlets. The clinician candidate should 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 encouraged. While the totality of scholarship is relevant, recent evidence of scholarship is expected.

The basic science candidate should be able to 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 should also produce examples of scholarly presentations at local, regional and/or national meetings. The basic science candidate should 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 expected.

For both clinician and basic science candidate, there should be evidence that progress in scholarship is beginning to be directed to one (or a few) realms. Sustained scholarship usually results as an investigator develops specialized knowledge and skills, and the candidate should demonstrate potential for sustained scholarship.

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 concentration, the candidate should 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 concentration 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.

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 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. All letters of support must be received from persons at the rank of Associate Professor or higher.

The Department APRT committee shall solicit the letters from faculty at outside academic institutions. Letters must come from entities outside of Carilion Clinic, Virginia Tech and JCHS.

The Department APRT committee should balance the letters such that there is 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 three letters are available for review.

Except in rare circumstances, granting of tenure to title at VTCSOM is normally 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. While the guidelines are important, an individual candidate may have especial excellence in one field; it is the duty of the committees to weigh such excellence against the broader desires for a more rounded portfolio.

6.5.1.2 Associate Professor to Professor

Candidates on the tenure to title track at this rank will most often have achieved tenure to title, and will have at least six (6), and up to ten (10) years after promotion or appointment to Associate Professor to achieve adequate progress towards promotion to full Professor at VTCSOM.

Promotion in less than six (6) years may be considered in the extraordinarily productive candidate. 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, 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 evidence of excellence.

Requests by learners for additional teaching contact are also evidence of excellence. 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 should have sponsored or mentored a number of trainees (e.g., medical students, doctoral candidates, post-doctoral trainees) in his/her area of expertise. Teachers should recognize that skills can be improved and have undertaken faculty development in this domain

For the clinician candidate, there should 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 would be evidenced by such metrics in association with considerable clinical teaching time. Excellence in clinical care would be evidenced by leadership roles in the clinical domain. Awards or other recognitions are evidence of excellence in clinical care.

Each candidate should show evidence of progress in *Scholarship*; there must be sustained examples of scholarship in the portfolio. For this to be a domain of excellence there must be evidence of more than one type of scholarship.

The clinician candidate should be able to 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 should also produce examples of scholarly presentations at local, regional and/or national meetings. The scholarship should be progressive, 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. It is expected that scholarship will come in multiple forms. Scholarship in development and presentation of education/teaching/curriculum is not only acceptable but encouraged. It is also expected that the candidate be recognized by his/her peers as a thought leader evidenced by positions of responsibility in his/her professional arena.

The basic science candidate should demonstrate 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 should also produce examples of scholarly presentations at local, regional and/or national meetings. The candidate should show

progressive expertise in his/her area of focus. Scholarship in development and presentation of education/teaching/curriculum is not only acceptable but encouraged. The basic science candidate should 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 should 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.

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 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. The candidate would be advised to include the names of individuals who would do most to provide appropriate perspective on the candidate's portfolio. All letters of support must be received from persons at the rank of Professor.

The Department APRT Committee shall solicit the letters from faculty at outside academic institutions. Letters must come from entities outside of Carilion Clinic, Virginia Tech and JCHS.

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 letters are available for review.

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. While the guidelines are important, an individual candidate may have especial excellence in one field; it is the duty of the committees to weigh such excellence

against the broader desires for a more rounded portfolio.

Faculty members who do not advance from Associate to full Professor in the tenure to title track in the above listed time frames shall be considered to have received a terminal rank at the level of Associate Professor.

6.5.2 Non-Tenure to Title Track

Candidates on the non-tenure track will begin their initial academic appointment on July 1st, coinciding with the VTCSOM's academic year. If the faculty member begins work prior to July 1st, the academic appointment will be considered effective as of July 1st of the same calendar year. If the faculty member begins work after July 1st, the academic appointment will be considered effective as of July 1st of the following year.

Promotion on the non-tenure track affects two ranks – Assistant Professors seeking to be promoted to Associate Professor, and Associate Professors seeking to be promoted to full Professor. The following guideline is considered to be minimal required for promotion at VTC School of Medicine; individual Departments through their Appointment, Promotion, Retention and Tenure committees may choose to set higher or more stringent requirements. Indeed, each department APRT committee is expected to develop and update as appropriate explicit products, activities, and accomplishments relevant to that specialty to function as guidelines that can be consulted by the faculty applicant.

6.5.2.1 Assistant Professor to Associate Professor

Candidates on the non-tenure track at this rank should demonstrate progress in academic activity. There is no specific time limit to this rank. Candidates should be aware that no progress, especially no evidence of leadership or scholarship, puts one's continuation on this track at jeopardy. It is expected that the candidate will be active in the domains of academic duty – teaching, clinical care (if relevant), scholarship, and service. For the clinician candidate, progress should be evident in at least two of these domains; for the basic science candidate, progress 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 progress, evaluations should be exemplary and the quantity of teaching considerable. Innovation and creativity in teaching is helpful. Teaching awards and requests by learners for additional teaching contact are also evidence of excellence. 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. Teachers should recognize that skills can be improved and have undertaken faculty development in this domain; faculty development can occur in local, regional or national sites.

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. Progress in clinical care would be evidenced by such metrics in association with considerable clinical teaching time. Concentration in clinical care should also show evidence of leadership in areas of clinical practice activity, clinical techniques or operations, or patient advocacy.

Each candidate should show evidence of progress in *Scholarship*; there must be sustained, and preferably increasing, examples of scholarship in the portfolio. For this to demonstrate progress there should be evidence of more than one type of scholarship.

The clinician candidate might show publications in journals, books, online collections, or other sites beyond local outlets. The clinician candidate may 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. It is satisfactory that scholarship comes in multiple forms.

The basic science candidate should be able to show publications in journals, books, online collections, or other sites beyond local outlets. The basic science candidate should also produce examples of scholarly presentations at local, regional and/or national meetings. The basic science candidate should show efforts to obtain funding to support his/her scholarship; funded projects are taken as an example of progress.

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 progress, the candidate should 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.

Letters of Support

Assistant Professor to Associate Professor

The portfolio of the candidate for promotion from assistant professor to associate professor on the non-tenure track must include at least two letters of support. At least one of these letters must come from outside academic institutions, preferably those who are 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 individuals from any location and from any source of contact. The candidate should consider including, as at least one of the names, a local person who would be able to comment from personal knowledge on the candidate’s teaching, clinical and service

abilities. All letters of support must be received from persons at the rank of Associate Professor or higher.

The Department APRT Committee shall solicit the letters from faculty at outside academic institutions. Letters must come from entities outside of Carilion Clinic, Virginia Tech and JCHS. The Department APRT Committee shall choose from the names forwarded those individuals from whom letters will be solicited. The committee should ensure that at least two letters are available for review.

Both the department Appointment, Promotion, Retention and Tenure (APRT) committees and the VTCSOM Appointment, Promotion, and Tenure (APT) committee will judge each candidate on the totality of his/her portfolio. While the guidelines are important, an individual candidate may have especial excellence in one field; it is the duty of the committees to weigh such excellence against the broader desires for a more rounded portfolio.

6.5.2.2 Associate Professor to Professor

Candidates on the non-tenure track at this rank should have demonstrated sustained progress towards promotion at VTCSOM. There is no specific time limit at this rank. It is expected that the candidate will be active in all domains of academic activity – teaching, clinical care (if relevant), scholarship, and service. For the clinician candidate, leadership should be evident in at least two of these domains; for the basic science candidate, leadership 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 leadership, evaluations should be exemplary. Innovation and creativity are expected. Participation in teaching efforts in a leadership role is expected. Teaching awards are evidence of excellence. Requests by learners for additional teaching contact are also evidence of excellence. 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 should have sponsored or mentored a number of trainees (e.g., medical students, doctoral candidates, post-doctoral trainees) in his/her area of expertise. Teachers should recognize that skills can be improved and have undertaken faculty development in this domain

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. Leadership in clinical care would be evidenced by such metrics in association with considerable clinical teaching time. The candidate would be expected to have had leadership roles in the clinical

domain. Awards or other recognitions are evidence of leadership in clinical care.

Each candidate should show leadership in *Scholarship*; there must be sustained examples of scholarship in the portfolio. For this to be a domain of leadership there should be evidence of more than one type of scholarship.

The clinician candidate should be able to show dissemination of scholarly work in, as an example, six (6) or more publications in journals, books, online collections, or other sites since the promotion to Associate Professor. The clinician candidate should also produce examples of scholarly presentations at local, regional and/or national meetings. The scholarship should be progressive, with increasing evidence of expertise. The clinician candidate may wish to demonstrate other scholarship that has been distributed, even if not in published forms. It is anticipated that the candidate be recognized by his/her peers as a thought leader in his/her area of expertise as evidenced by positions of responsibility in relevant academic organizations.

The basic science candidate should have disseminated his/her scholarly work through, as an example, twelve (12) or more publications in journals, books, online collections, or other sites beyond local outlets. The basic science candidate should also produce examples of presentations at local, regional and/or national meetings. The candidate should show leadership in an area of expertise. The basic science candidate should show 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. The candidate should demonstrate leadership in service activities, innovative or creative applications to the work involved, or new initiatives addressing School, local, regional, or national issues. Progressive roles as chair, chief, head, director, or other title is evidence of leadership.

Letters of Support

Associate Professor to Professor

The portfolio of the candidate for promotion from associate professor to professor on the non-tenure track must include at least three letters of support. At least one of these letters must come from outside academic institutions, preferably one of the 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. The candidate should consider including the names of individuals he/she believes would do most to provide appropriate perspective on the candidate's portfolio. All letters of support must be received from persons at the rank of Professor or higher

The Department APRT Committee shall solicit the letters from faculty at outside academic institutions. Letters must come from entities outside of Carilion Clinic, Virginia Tech and JCHS. The Department APRT Committee should balance the letters such that there is at least one letter from the individuals whose names were forwarded by the candidate him/herself. The committee should ensure that at least three letters are available for review.

Both the department Appointment, Promotion, Retention and Tenure (APRT) committees and the VTCSOM Appointment, Promotion, and Tenure (APT) committee will judge each candidate on the totality of his/her portfolio. While the guidelines are important, an individual candidate may have especial excellence in one field; it is the duty of the committees to weigh such excellence against the broader desires for a more rounded portfolio.

6.5.3 Secondary Appointments

Faculty members with a secondary appointment on this track have a primary appointment at another designated university (Virginia Tech, Jefferson College of Health Sciences, or Radford University). Whenever appropriate at the primary university, these faculty would achieve promotion through the promotion process at the university where they have their primary appointment. The guidelines described below apply to the circumstance in which a faculty member with a secondary appointment at VTCSOM desires promotion in rank at VTCSOM. VTCSOM does not promote faculty with a secondary appointment to a rank greater than that attained with the primary university.

Faculty members wishing to be promoted in rank at VTCSOM shall present their credentials to the department Chair as well as the Appointment, Promotion, Retention and Tenure committee. The credentials will show appropriate fulfillment of criteria for promotion at the primary university. The criteria should be considered carefully in light of the criteria for promotion of VTCSOM faculty with a primary appointment. Specifically, the following issues should be considered and an appropriate judgment passed:

Faculty with a secondary appointment at VTCSOM are appointed primarily for teaching. With that in mind, faculty with a secondary appointment should at least fulfill the teaching criteria determined for faculty at that rank in the non-tenure track. Because faculty with a secondary appointment gain this appointment due to significant contribution to teaching, the criteria should include some degree of leadership in teaching at VTCSOM.

Faculty with a secondary appointment at VTCSOM who are clinicians are more likely to have been appointed for teaching rather than clinical care criteria. Nonetheless, for promotion at VTCSOM the clinician should be able to demonstrate good-to-excellent clinical care, though the requirement that such clinical care be in the presence of learners may be waived.

Faculty with a secondary appointment at VTCSOM should fulfill the criteria for scholarship

determined for faculty at that rank in the non-tenure track at VTCSOM.

Faculty with a secondary appointment at VTCSOM are considered regular faculty. As a regular faculty member, opportunity for service to VTCSOM is present and the faculty member should have evidence of service to VTCSOM. Service in other settings should be acknowledged but should not be considered in lieu of service as a faculty member to VTCSOM.

Faculty with a secondary appointment at VTCSOM are not eligible for tenure to title at VTCSOM.

Letters of Support

Secondary Appointments

Promotion of faculty with secondary appointments to VTCSOM depends on promotion at the primary university. However, the reason a faculty member has an appointment at VTCSOM is due to teaching of medical students. With that in mind, the candidate with a secondary appointment who is being proposed for promotion in rank at VTCSOM will require at least one, and preferably more, letter(s) of support. These letters (to be solicited by the departmental APRT Committee) must be written by persons at or above the rank to which the faculty member seeking promotion aspires. These letter(s) of support should come from VTCSOM faculty and/or administrators and should comment on the teaching abilities of the candidate. For instance, actual student evaluations would be included in the portfolio presented for consideration of promotion but the candidate may request that the Associate Dean for Medical Education write a letter of support. That letter should comment on the extent and the quality of the candidate's teaching and curricular development. A similar letter may be requested from the head of a teaching block, a rotation director, a residency director, or another person familiar with the candidate's teaching abilities.

6.5.4 Adjunct Appointments

Faculty members with an adjunct appointment may have or have had a primary appointment at another academic institution. Adjunct faculty who have a primary appointment at another institution would undergo the promotion process at the primary university. VTCSOM does not promote faculty with an adjunct appointment to a rank greater than that attained through the primary university.

Faculty members wishing to be promoted in rank at VTCSOM shall present their credentials to the department Appointment, Promotion, Retention and Tenure (APRT) committee. The credentials will show appropriate fulfillment of criteria for promotion at the primary university. The criteria should be considered carefully in light of the criteria for promotion of VTCSOM faculty with a primary appointment. Specifically, the following issues should be considered and an appropriate judgment passed:

Faculty with an adjunct appointment at VTCSOM are appointed primarily for teaching. There should be regular and sustained teaching activity at VTCSOM; leadership roles in teaching are especially positively evaluated.

Faculty with an adjunct appointment at VTCSOM who are clinicians are more likely to have been appointed for teaching rather than clinical care criteria. Nonetheless, for promotion at VTCSOM the clinician should be able to demonstrate good-to-excellent clinical care, though the requirement that such clinical care be in the presence of learners may be waived.

Faculty with an adjunct appointment at VTCSOM should fulfill the criteria for scholarship determined for faculty at that rank in the non-tenure track.

Faculty with an adjunct appointment at VTCSOM are not in a track that permits service as regular faculty. The criteria for service at VTCSOM will be diminished or absent. Evidence of service in health care to other constituencies is welcomed.

Letters of Support Adjunct Faculty

Promotion of faculty with adjunct appointments depends on promotion at the primary university. Adjunct faculty who currently do not have a primary appointment at another institution, are not eligible for promotion. If these faculty wish to seek promotion, they should first complete the process for change to a regular faculty track. Adjunct faculty who have a primary appointment at another institution would undergo the promotion process at the primary university. However, the reason a faculty member has an appointment at VTCSOM is due to teaching of medical students. With that in mind, the candidate with an adjunct appointment who is being proposed for promotion in rank at VTCSOM will require at least one, and preferably more, letter(s) of support. These letters (to be solicited by the departmental APRT Committee) must be written by persons at or above the rank to which the faculty member seeking promotion aspires. These letter(s) of support should come from VTCSOM faculty and/or administrators and should comment on the teaching abilities of the candidate. For instance, actual student evaluations would be included in the portfolio presented for consideration of promotion but the candidate may request that the Associate Dean for Medical Education write a letter of support. That letter should comment on the extent and the quality of the candidate's teaching and curricular development. A similar letter may be requested from the head of a teaching block, a rotation director, a residency director, or another person familiar with the candidate's teaching abilities.

6.5.5 Clinical Preceptor and Senior Instructor/Instructor Appointments

There is no promotion for clinical preceptor, senior instructor, or instructor titles.

A faculty member with instructor title who has a doctoral degree may wish to apply for

appointment to a different track/rank/title. Such a change is not considered a new appointment. Rather, it is considered a change in appointment category. The faculty member must submit an updated CV to the department chair and there must be agreement for the change. The department chair must write a letter of recommendation stating the reason(s) for the change. This letter and the updated CV then goes to the Dean, who approves the change. All such changes must result in the revised appointment being at the rank of Assistant Professor.

6.5.6 Co-Appointments and Promotion of Co-Appointed Faculty

Faculty who have a co-appointment in a department separate from the department of primary appointment may also apply for promotion in the co-appointment department. These faculty members would need to follow a similar process to promotion within the primary department. The faculty member should be proposed by the Chair of the co-appointment department. The promotion materials should be assessed by the co-appointment department APRT committee.

It is assumed the material submitted by the faculty member for promotion in the primary department would be relevant to the co-appointment department, though there may be material assessed in closer review by the co-appointment department Chair and/or APRT committee. It is not required that letters of support come from persons in the co-appointment specialty field, though that may help in deliberations by the co-appointment Chair and/or APRT committee.

Consideration for promotion in the co-appointment department may proceed at the same time as consideration for promotion in the primary department or may be considered after a decision is made in the primary department. Promotion in a co-appointment department cannot be made if promotion is not accomplished in the primary department – a faculty member cannot have a higher rank in a co-appointment department than in his/her primary department.

Process for Promotion of a Faculty Member with a Co-Appointment

Promotion of a faculty member within his/her primary department does not automatically mean there is promotion by the department in which he/she has a co-appointment. The department of co-appointment should determine if enough criteria are met within that department for the faculty member to have equal rank with the primary department. The process is as follows:

- The faculty member would go through the process of promotion in his/her primary department. If successful, he/she could petition the Chair of the department of co-appointment for promotion.
- Assuming the Chair agrees, materials would be submitted to the department APRT committee for consideration. In contrast to the process outlined above, new letters of support would not be necessary but the APRT committee would otherwise apply whatever criteria are appropriate in a decision whether to recommend promotion in

that department. This decision is not a foregone conclusion; the department of co-appointment may have more stringent criteria than the primary department and, even though the VTCSOM APT committee chose to promote, the department of co-appointment may not.

- If the Chair of the department of co-appointment and the co-appointment departmental APRT Committee both agree to promotion, this decision then may go directly to the Dean, bypassing the APT committee (which had already decided on promotion). The decision of the Dean is final. It should be noted that this process almost certainly means at least some period of time would elapse between appointment in the primary department and appointment in the department of co-appointment.

6.5.7 Process for Promotion of a Department Chair

The process for promotion includes the expectation that the Chair will have involvement in promotion for faculty in his/her department. This includes, but may not be limited to, periodic advice on progress towards promotion, initial review of the promotion materials about to be submitted, and a formal review and recommendation regarding promotion.

Obviously, a Chair cannot perform these tasks for him/herself. In addition, there is an inherent conflict to have the department APRT committee review and eventually recommend for or against promotion of that department's Chair. A modified process for promotion of a Chair is necessary. An important modification is that the Chief Medical Officer of Carilion Clinic, the person to whom the Chair reports for clinical, financial, and administrative responsibilities, functions as the initial recommender for the Chair. The Chief Medical Officer fulfills this role even if his/her rank is lesser than the present or proposed rank of the Chair.

In general, the Chair would be expected to collect all materials outlined above (CV, Academic Portfolio, etc.) for consideration for promotion. If the Chair requests advice concerning the appropriateness of material in the curriculum vitae and academic portfolio, he/she should seek advice from another Chair, the CMO, or the Dean. The Chair would collect all appropriate materials along with the names of three or four references for letters of support (depending on the track and rank) and present the materials to the Chief Medical Officer. The Chief Medical Officer would then make a judgment and write a letter of recommendation. The promotion materials plus the Chief Medical Officer letter of recommendation then goes directly to the School Appointment, Promotion and Tenure (APT) committee. The departmental APRT committee is bypassed. The APT committee would then have responsibility for collecting letters of support, considering the qualifications for promotion, and then directing the recommendation regarding promotion to the Dean. The Dean makes the final decision regarding promotion. A positive recommendation for promotion by the Dean still requires ratification by the Board of Visitors.

The Chair would be encouraged to begin the process for promotion with forwarding of material to

the Chief Medical Officer by the summer of the year he/she seeks promotion. This keeps to a similar timetable as all other faculty promotions.

Letters of Support

Promotion of a Chair of a Clinical Department

Letters of support for promotion in rank, regardless of track, of a Chair of a Clinical Department should, in general, follow the guidelines above, relevant to the track and rank of the Chair. However, in all cases, one letter of support for a Chair must be from the Chief Medical Officer for Carilion Clinic. It is assumed that all clinical department chairs at VTCSOM are also clinical department chairs within the Carilion Clinic organization (per memorandum of understanding) and the Chief Medical Officer is one person to whom the clinical department chair reports. The Chief Medical Officer would be assumed to have relevant perspective for a letter of support.

6.6 Process for Promotion

The process that culminates in promotion, whether from assistant professor to associate professor or from associate professor to professor, begins with an understanding of the criteria for promotion. Similarly, at the time a faculty member attains promotion to associate professor, he/she should be reminded of criteria for promotion to professor.

6.6.1 Timetable

The only timetable for promotion at VTCSOM relates to faculty on the tenure to title track. On this track, with no interruptions or delays, the assistant professor would typically present his/her credentials at the beginning of the seventh (7th) year following initial appointment. In some circumstances, the faculty member may be ready for promotion in an earlier year, or in the following year depending upon circumstances. An assistant professor on the tenure to title track who does not earn promotion and tenure to title after the seventh (7th) year will either re-apply for appointment to VTCSOM in another track (most commonly non-tenure track) or have his/her appointment to VTCSOM suspended. In some circumstances, the assistant professor on the tenure to title track may be qualified to apply for promotion before the seventh (7th) year following initial appointment.

Variations to the timetable for assistant professor to associate professor on the tenure to title track may occur as a basis of part-time positions, leaves of absence, sabbaticals, or other absences. Such variations are addressed in sections 6.10 and 6.11 of these bylaws.

The time limit for promotion of associate professor to professor on the tenure to title track is ten (10) years. A faculty member in rank as associate professor on the tenure to title track for more than ten (10) years has lost the opportunity to be considered for promotion to professor. This results in a de facto terminal rank of associate professor. While he/she is permitted to remain at that rank as a tenured to title associate professor, he/she is not permitted, at a later date, to apply for promotion to professor.

No timetable applies on the promotion track for non-tenure track faculty at either rank. VTCSOM does not apply a timetable for promotion in the secondary appointment and adjunct tracks at VTCSOM. Since there is no promotion for faculty with the title of Clinical Preceptor or Senior Instructor/Instructor, there is no timetable. Maintenance of appointment criteria apply to all faculty in all tracks, ranks and titles.

6.6.2 Curriculum Vitae and Portfolio Requirements

To receive consideration for promotion, candidates must submit an updated curriculum vitae (CV) in the VTCSOM format. Specific instructions on completing a curriculum vitae in the VTCSOM format are included in Appendix A. The CV must reflect the most recent work of the candidate, as evidenced by entries that are current as of the date the CV is submitted to the APT Committee. A given CV that is obviously out of date (e.g., most recent activities are older than 6 months) shall not receive consideration by the APT Committee.

Candidates must also submit an academic portfolio. It is important that the portfolio present as complete a picture as possible for the candidate.

The portfolio should include the following elements:

1. A cover letter from the candidate requesting the promotion and stating the desired track and rank.
2. Simple biographical information;
3. Initial appointment letter;
4. Most recent re-appointment letter;
5. Documents regarding *Teaching* including: summary evaluations; peer evaluations; reports from heads, directors or coordinators of blocks, rotations, clinics; evidence of continuing education and/or skills development; awards; and other documents. These documents should be limited to those occurring since the initial appointment (in the case of assistant professors), since appointment to VTCSOM if the candidate moved from another academic institution (in the case of both assistant and associate professors), or since the last promotion (in the case of associate professors);
6. Documents regarding *Clinical Care* (if a clinician) including: clinical assignments; clinical teaching assignments such as ward or precepting activities; quality improvement activities; recertification (if relevant); active licensure and staff privileges; "scorecard" (if relevant); awards; and other documents. These documents should be limited to those occurring since the initial appointment (in the case of assistant professors), since appointment to VTCSOM if the candidate moved from another academic institution (in the case of both assistant and associate professors), or since the last promotion (in the case of associate professors);
7. Documents regarding *Scholarship* including: publications; presentations; grant submissions and/or awards; web-based scholarly activity (with URL); curricular innovations; videos; audiotapes; lay writing including, if relevant, social media (if medically or scientifically oriented); awards; and other documents. These documents should be limited to those occurring since the initial appointment (in the case of assistant professors), since

appointment to VTCSOM if the candidate moved from another academic institution (in the case of both assistant and associate professors), or since the last promotion (in the case of associate professors);

8. Documents regarding *Service* including: VTCSOM committees served, including positions of leadership; School, hospital, local groups, committees or projects if involving medical issues; involvement in community, regional or local action groups if involving medical issues; service on Boards, study groups, task forces, or other regional or national organizations; awards; and other documents. These documents should be limited to those occurring since the initial appointment (in the case of assistant professors), since appointment to VTCSOM if the candidate moved from another academic institution (in the case of both assistant and associate professors), or since the last promotion (in the case of associate professors);
9. Letters of support: (these will be included in the portfolio by a representative of the department as letters are not addressed to the candidate);
10. Letter from department Appointment, Promotion, Retention and Tenure (APRT) committee including any interval comments (e.g., comments from second (2nd) and fourth (4th) year review if currently assistant professor). These comments will be included in the portfolio by a representative of the APRT committee as letters are not addressed to the candidate;
11. Letter from the Chair of the Department. This will be included in the portfolio by a representative of the APRT committee as letters are not addressed to the candidate;
12. Other relevant materials as deemed appropriate by either the candidate or the Department APRT committee or the Chair of the Department;
13. In the interest of space, as much of the material as possible should be in the form of a CD/DVD disc or other similar electronic device. Videos, audios or documents that do not transfer easily to electronic storage devices may be appended as will letters from the APRT Committee and Chair;

6.6.3 Timeline and Steps of the Promotion Process

Anytime prior to, but no later than, August 31st of the academic year the faculty candidate intends to seek promotion, he/she should consult the Chair. At this meeting, the candidate should present the promotion material (CV and possibly academic portfolio) and have at least three names of individuals who might write letters of support. The Chair should advise the faculty candidate at this point if, in his/her opinion, the portfolio is deficient. The faculty candidate should give due consideration to the opinion of the Chair, but is permitted to proceed even without such endorsement.

September 1st – October 31st: the portfolio is presented to the department Appointment, Promotion, Retention and Tenure (APRT) committee. The committee would choose from the list of individuals submitted by the candidate along with a list developed of their own resources to select the writers of letters of support. Letters should be sent by the APRT committee along with the candidate's CV and a letter explaining the VTCSOM promotion process, criteria and

timeline. An adequate number of individuals should be contacted, from both the candidate's list and the department's list, to assure enough letters of support are available for review. The APRT committee should review all promotion material, discuss the merits of the portfolio and supporting letters, and reach a conclusion regarding promotion. The Department APRT committee should have thoroughly reviewed the submitted materials, including letters of support. This committee should make a Yea or Nay judgment regarding the promotion and write a corresponding letter to the Chair of the Department.

November 1st – November 30th: the Chair shall review all the materials and reach his/her own judgment. At this point, the judgments of the Department APRT committee and the Chair should be conveyed to the candidate. If both are negative, the candidate may choose to stop the process. If the judgments are positive or mixed, the candidate may choose to proceed to the next level of review. Regardless of the judgments of the Department APRT committee and the Chair, the candidate is permitted to forward his/her CV and portfolio if presented, letters of support, and letters from the APRT committee and the Chair to the VTCSOM Appointment, Promotion and Tenure (APT) committee. Forwarding of material to the APT committee must occur by November 30th.

November 30th FIRM DEADLINE: All promotion materials due in the VTCSOM Office of Faculty Affairs; earlier in November is strongly preferred.

December 1st – January 31st: the VTCSOM APT committee shall review the CV and portfolio, outside letters, and letters from the Department APRT committee and the Chair. If the APT committee does not support promotion, the candidate may choose to stop the process. Regardless of a positive or negative judgment the candidate may choose to proceed to the next level of review.

February 1-28: all materials are presented to the Dean. He/she will then make a judgment, taking into consideration the decisions and comments of the Department APRT committee, the Chair of the Department, and the VTCSOM APT committee. The recommendation of the Dean is then conveyed to the Office of the Provost. All recommendations for promotion will be forwarded to the Virginia Tech Board of Visitors for ratification.

March 1st, FIRM DEADLINE: Dean sends recommendations to the VT Provost. There are no exceptions to this deadline.

April 1st: Notification by the Office of the Provost as to whether dossiers will be sent to the Board of Visitors.

No later than June 30th: The Board of Visitors makes all promotion decisions at its June meeting.

6.7 Appeal Process

The process for consideration of promotion has been previously outlined in this chapter. The appeal of any promotion related decision by the VTCSOM APT Committee proceeds to the level of the Dean. The Dean's decision may endorse the judgments of all or most of the previous steps, or may contravene the decision of the VTCSOM APT committee. The decision of the Dean is considered final.

6.8 Time in Rank

Only two ranks in the tenure to title track have a time limit. It is stated previously in this chapter that promotion from assistant professor to associate professor in the tenure to title track is expected to be accomplished within seven (7) years from initial appointment to VTCSOM (in some circumstances, it may be eight (8) years). In the same section, the expected time in rank for associate professor to professor in the tenure to title track is ten (10) years following promotion to associate professor from assistant professor at VTCSOM or from appointment as associate professor at VTCSOM

No time in rank is expected or assigned before promotion in the non-tenure track. There is no promotion in the Clinical Preceptor or Senior Instructor/Instructor titles. VTCSOM does not impose a time in rank for adjunct or secondary appointments.

6.9 Time Served

A faculty member transferring to VTCSOM from another educational institution may wish to shorten the time in rank at VTCSOM before consideration for promotion and tenure to title. The faculty member can petition for consideration of time served at the previous educational institution.

The faculty member to be appointed at the assistant professor rank in the tenure to title track may petition for up to three (3) years of time in service at the time of appointment. Consideration for promotion then would occur within the subsequent four (4) years following appointment to VTCSOM.

The faculty member to be appointed at the associate professor rank in the tenure to title track may petition for up to five (5) years of time in service at the time of appointment. Consideration for promotion then would occur within the subsequent five (5) years following appointment to VTCSOM.

The petition for time served would be included in the appointment proposal developed by the faculty member and the Chair. This petition would go to the Dean. The Dean is empowered to determine time in service without consultation of the Appointment, Promotion and Tenure Committee though the Dean should inform the APT committee of his/her decision.

6.10 Time Deferred

A faculty member may request a period of time to be deferred from his/her time in rank. Typical reasons for time deferred include childbearing and/or childrearing; care for an ill family member (e.g., under Family Medical Leave Act); recovery from an illness (of at least six (6) months); military service (e.g., “called up” for prolonged service, not relevant to weekend duty or summer exercises); enrollment in or participation in advanced learning opportunities, including additional advanced degrees; other relevant professional, personal, or family reasons. Time deferred is considered independent of considerations of part-time professional activity or a leave-of-absence, both of which are considered in separate sections.

Time deferred can be requested for periods of six (6) months to one (1) year. The request can be made coincident with the event (illness of self or family member) or in anticipation (childbearing or childrearing). The time deferred would be added to the time in rank from the appointment date (e.g., for an assistant professor, the time in rank could be extended from seven (7) years to eight (8) years). Time deferred may be requested more than once during the time in rank, but each request should be limited to a maximum of one (1) year.

A request for time deferred should be made by the faculty member to his/her Chair. If approved, the request is forwarded to the Dean who is empowered to approve the request and set the length of time deferred. The Dean should inform the APT committee of his/her action.

6.11 Leave of Absence

Leave of absence is typically taken for employment, not appointment, reasons as an appointment to VTCSOM is considered full-time, regardless of the extent or type of employment. Nonetheless, leave of absence is typically taken because a faculty member expects to be unable to fulfill employment requirements; a similar effect on time for teaching or other academic activity is a reasonable effect as well. Leave of absence of relatively short duration is unlikely to affect issues related to either promotion and tenure to title or maintenance of appointment. In promotion and tenure to title consideration, if the faculty member is on the tenure to title track, a leave of absence may decrease the amount of time available to attain promotion (see Part VII. B.). In maintenance of appointment, a leave of absence may result in a shortened cycle, potentially leaving the faculty member with reduced time to demonstrate either teaching activity or effort to improve teaching (see Part VIII.A.).

If an employment leave of absence is expected to last six (6) or more months, the faculty member can petition the department Appointment, Promotion, Retention and Tenure (APRT) committee. The petition can request that the time available to complete the expectations involved (i.e., promotion/tenure to title and/or maintenance of appointment) be extended in length consistent with the leave of absence. The decision of the department APRT committee should be forwarded to the VTCSOM Appointment, Promotion and Tenure (APT) committee for

ratification. Any extension would be entered into the faculty file for record keeping.

CHAPTER SEVEN – MAINTENANCE OF APPOINTMENT AND PERIODIC REVIEW

7.1 Principles and Requirements

It is important for any academic institution to be fully aware of the teaching activity and academic status of its faculty. VTC School of Medicine should be able to identify qualified active faculty to teach in all four value domains. The School should maintain an up-to-date roster of active faculty; faculty who are no longer involved with the school should be removed from the active roster.

To these ends, the VTCSOM intends for all faculty to provide evidence of contribution to the teaching and academic life of VTCSOM to maintain one's appointment. In addition, for regular faculty on the tenure to title track, there should be periodic review of progress being made towards promotion and/or tenure to title.

Each faculty member, whether regular or instructional, will be assessed for maintenance of appointment at least every three (3) years. The only exception to maintenance of appointment assessment is the faculty member with an adjunct title. The beginning of the three year cycle is assumed to be the calendar quarter of one's appointment to VTCSOM. In general, the quarters would be January 1-March 31, April 1-June 30, and October 1 to December 31; those who would otherwise fall into the July 1-September 30 quarter would be randomly assigned to one of the other quarters (the July 1-September 30 quarter is the time for the yearly evaluation and this would represent an unnecessary burden on department leadership). For faculty at Radford, Jefferson College, Virginia Tech or other sites who are on a nine (9) month teaching contract, if the maintenance of appointment cycle falls on the summer quarter, the cycle can be reassigned to another cycle. As noted above, faculty who received their appointment in the July 1-September 30 cycle will also be reassigned to another cycle as maintenance of appointment is not done during this cycle.

7.2 General Expectations

Maintenance of appointment is assessed by evidence of academic activity which should include, at a minimum, teaching and efforts to improve one's teaching. Teaching of VTCSOM medical students is of primary importance but teaching of affiliated residents or fellows who subsequently interact with VTCSOM students is satisfactory to maintain one's appointment. Teaching that solely involves medical students or residents from other schools is not adequate for maintenance of appointment at VTCSOM. Special consideration regarding teaching will be given to faculty, usually clinical preceptors, in special settings (rural, electives) that have infrequent contact with learners.

Maintenance of appointment must include evidence of efforts to improve one's teaching. It should be recognized that, at any level of experience or accomplishment, one's teaching skills can always be improved. Consistent with this expectation, VTCSOM has established that all

faculty members involved in teaching, whether appointed in the regular or instructional track, must provide evidence of his/her efforts to improve teaching skills.

Fulfillment of expectations for maintenance of appointment can be most easily accomplished by evidence for the following within the three year MOA cycle:

- Direct teaching involvement of a measurable amount at least twice in the three year cycle;
AND
- Evidence of efforts to improve one's teaching skills (or other relevant professional skills) in the three year cycle, consisting of participation in at least six (6) hours of faculty development related to teaching (two hours per year during the three-year MOA cycle). Those not completing this requirement may be in jeopardy of losing their VTCSOM faculty appointment.
- To meet the requirement of six (6) hours mentioned above, there are a variety of options including any combination of the following activities:
- Attendance at teaching skills presentations, journal club sessions, education grand rounds sessions or similar events through the VTCSOM Office of Faculty Development, the TEACH Academy and/or the Carilion Clinic Office of Continuing Professional Development (OCPD);
- Completion of modules available on-line through the TEACH Academy; these typically are videotapes of sessions or activities that deal with specific issues encountered by teaching faculty and are available on a rotation sequence;
- Completion of other online modules related to improvement of teaching skills;
- Reviewing journal articles related to improving your teaching skills;
- Documentation of attendance in relevant sessions sponsored by local professional development groups (examples include teaching development sponsored by Virginia Tech, Jefferson College, or other educational organizations);
- Documentation of attendance at sessions presented at meetings of one's professional society that is directed to educational skills or faculty development. Many societies have meeting workshops dedicated to teaching enhancement and evidence of attendance at such sessions is satisfactory;
- Development and presentation of educational content (e.g., lecture or workshop sessions) that will assist others in the development of teaching skills; this would be acknowledged as one session regardless of the number of times the session is presented;

- Efforts to improve one's teaching skills not enumerated above should also be submitted for consideration.

It should be noted that attendance at a typical clinically-focused CME or CEU session is NOT usually considered as **faculty development for teaching**, UNLESS the session has been specifically designated as such. However, it is possible for attendance at faculty development for teaching sessions to be considered for CME or CEU hours.

While teaching is considered to be the primary reason for having a faculty appointment at VTCSOM, contributions other than teaching may also be considered for maintenance of appointment. Those faculty members not involved in direct teaching but for whom maintenance of appointment is required must also show evidence that they have been striving to improve those skills of value to VTCSOM. For instance, contributions in areas important to the functioning of VTCSOM as an academic institution will be noted. Such contributions might be (but are not limited to): significant research productivity developed as a consequence of one's relationship to VTCSOM; leadership and service to VTCSOM or affiliated institutions germane to full functioning of VTCSOM as a medical school (e.g., participation/leadership of functions relevant to the Carilion Clinic medical staff); a significant supportive role in one of the value domains of VTCSOM, assuming such a role directly supports VTCSOM even if direct teaching is not involved.

7.3 Process for Maintenance of Appointment

It is the responsibility of the Departmental Appointment, Promotion, Retention and Tenure (APRT) Committee to advise the Chair of each Department on issues of maintenance of appointment (MOA). The APRT Committee shall develop, and modify if necessary, the criteria necessary for each faculty member to maintain his/her faculty appointment. Departmental criteria cannot be less than the guidelines provided in the previous section (7.2) above.

The process to certify maintenance of appointment occurs each calendar quarter (with the exception of the July-October quarter). The Office of Faculty Affairs initiates the MOA process by notifying appropriate faculty members that they are due for reappointment and including instructions and forms for completion. Each Department Chair and APRT committee Chair will receive a roster of faculty for whom maintenance of appointment is due. It is the responsibility of the department chair or APRT committee chair to ensure that faculty within their departments completes the process in a timely manner. The Department Chair may delegate this duty to the Chair of the departmental APRT committee. Those faculty members so notified should submit their documentation of teaching, efforts to improve teaching, and/or other efforts to maintain academic status to the office of the department chair. Each Departmental APRT Committee is reminded that teaching and efforts to improve one's teaching are the principle reasons for a VTCSOM faculty appointment and all faculty are expected to include evidence of these activities. The Department APRT committee will apply its criteria to the

submitted documentation and assess fulfillment of the requirements. Clarification of submitted materials occurs directly between the committee and the individual faculty member.

Findings of the committee (i.e., maintenance of appointment or recommendation that the faculty appointment be rescinded) shall be conveyed to the department chair.

The Chair of each Department will review the findings of the Department APRT committee. He/she shall then forward the final list of faculty who wish to maintain their appointment as well as a list of those faculty whose appointment will be terminated, along with the materials supporting the findings, to the Office of Faculty Affairs. Upon determination that Maintenance of Appointment materials fulfill the requirements, the Dean approves reappointment.

For those faculty members who maintain their appointment, the new three year cycle will begin retroactive to the first day of the calendar quarter. For those faculty members who have their appointment rescinded, the effective date shall be no later than three (3) months following the end of the relevant calendar quarter (i.e., the end of the quarter following the determination that the appointment should end).

A faculty member whose VTCSOM faculty appointment was rescinded, for whatever reason, through the maintenance of appointment process can apply one time for a re-appointment to the faculty. This former faculty member would have to follow all the steps outlined in Section V of these Bylaws relevant to the desired rank and track. Because this would be treated as a new appointment, the former faculty member could not be assured of the same rank, track, and tenure to title as when he/she allowed the appointment to lapse. Once reappointed, if this faculty member did not complete the maintenance of appointment process a second time and the faculty appointment is rescinded a second time, no further consideration for appointment a third time would be allowed.

The Chair of each Department is also expected to undergo assessment for maintenance of appointment. In the case of the Chair, the relevant supporting documents are sent directly to the Dean who will make the determination to extend the Chair's appointment. Most department chairs, by virtue of the fact that they direct the educational activities of the department, will routinely fulfill the teaching requirement for maintenance of appointment. Like all other faculty, Chairs would be expected to have completed relevant faculty development expectations.

7.4 Periodic Review of Faculty

All faculty with appointments in the Regular Faculty category with a primary appointment at VTCSOM must be academically engaged such that there is steady, recognizable evidence of academic contribution. Such contributions are expected to build upon those activities that constitute a minimum for maintenance of appointment.

It is the practice of VTCSOM departments to have a yearly academic performance evaluation of all faculty members of that department. This yearly evaluation, whether done by the chair of the department or (in the case of larger clinical departments) section chiefs, is a time that chairs and division chiefs can review and discuss issues of involvement in the VTCSOM teaching mission and relevant components of progress toward tenure to title and/or promotion.

It is the responsibility of department APRT committees to define and enforce review guidelines developed for that department. However, department guidelines should not be less than those identified in the sections to follow (7.4.1 through 7.4.4).

If a given candidate undergoes a successful review of progress toward promotion in any of the tracks, that candidate shall be exempt from the next regularly occurring Maintenance of Appointment (MOA) process, since the in-depth progress review thoroughly examines all aspects of faculty progress and those areas that are evaluated as part of MOA.

7.4.1 Tenure to Title Track Faculty

Tenure to title track faculty members hold appointments in the Regular Faculty category, and have either:

1. Not yet been conferred tenure to title by VTCSOM, but are working toward achieving initial tenure to title at the Associate Professor level; or,
2. Achieved initial tenure to title at the Associate Professor level and are working toward promotion to the Full Professor level.

The intent of periodic reviews of tenure to title track Assistant Professors and Associate Professors is to assure both the department APRT committee and the faculty member that adequate progress is being made towards promotion. There is a limitation in the time permitted in rank for both Assistant Professors and for Associate Professors on the tenure to title track (time-in-rank). Unless there are approved delays, an Assistant Professor on the tenure to title track is expected to be ready for promotion to Associate Professor in seven (7) or fewer years from the time of initial appointment. Unless there are approved delays, an Associate Professor on the tenure to title track is expected to be ready for promotion to Professor in ten (10) or fewer years from the time of promotion from Assistant Professor. (There may be variations to this time-in-rank depending on circumstances extant from any previous academic institution). In order for an Assistant Professor on the tenure to title track to have optimal preparation for promotion, it is expected that each department APRT committee will determine his/her progress towards promotion, functioning in the role of advisor and mentor. This evaluation of progress should occur during the second (2nd) year and the fourth (4th) year following the initial appointment to the VTCSOM faculty. (If desired by the faculty member, such a review could occur earlier, or more often but this would only happen by directly approaching the department APRT committee.) The four (4) year review would confirm that the faculty member would be

fully expected to be prepared for submission of materials for promotion; if adequate progress has not been made towards promotion it will likely be the case that the department APRT committee recommend that the faculty member consider a change in track.

In order for an Associate Professor on the tenure to title track to have optimal preparation for promotion, it is expected that each department APRT committee will determine his/her progress towards promotion, functioning in the role of advisor and mentor. This evaluation of progress should occur during the fifth (5th) year and the eighth (8th) year following promotion from Assistant Professor. (If desired by the faculty member, such a review could occur earlier or more often, but this would only happen by direct approach to the department APRT committee.) If adequate progress toward promotion to Professor is not evident, the committee can make specific recommendations for improvement in the remaining time, or can advise the faculty member that he/she is likely to be granted a terminal rank of Associate Professor.

Because each department APRT committee is expected to develop its own criteria for promotion (not to be less than the VTCSOM criteria for promotion), each department APRT committee will judge the progress of Assistant Professors and Associate Professors on the tenure to title track with those departmental criteria in mind.

Reviews must be substantive and thorough. At a minimum, departmental promotion and tenure committees must review the faculty member's updated curriculum vitae, relevant annual activity reports, evaluations of teaching by students and/or peers, and authored materials. It is strongly suggested that faculty use the [promotion and tenure to title dossier format](#) in organizing and presenting information for review.

The review should analyze the faculty member's progress toward promotion and tenure to title and offer guidance regarding future activities and plans. All reviews must be in writing, with the faculty member acknowledging receipt by signing and returning a copy for his or her departmental file. In addition, the promotion and tenure committee and the department chair meet with the faculty member to discuss the review and recommendations. Individual faculty members are also encouraged to seek guidance and mentoring from senior colleagues and the department head or chair. Faculty members bear responsibility for understanding departmental expectations for promotion and tenure to title and for meeting those expectations.

It would be expected that results of the review would be conveyed to the faculty member in a written format, which could be referred to during any subsequent review.

7.4.2 Tenured to Title Faculty

Tenured to title faculty members hold appointments in the Regular Faculty category, have been granted tenure to title and hold either the Associate Professor or Professor rank.

Tenured to title faculty members at the Associate Professor rank are expected to make progress

for eventual consideration of promotion to the Professor rank, consistent with the guidelines contained in these bylaws.

Tenured to title faculty members at the Professor rank are expected to be leaders who continue to contribute to the academic environment of VTCSOM. There is no requirement for periodic review of academic activities for tenured to title Professors other than provisions outlined for maintenance of appointment.

7.4.3 Non-Tenured Faculty

Faculty members in this section hold appointments in the category of Regular faculty, and are on the non-tenure track. Whether at the levels of Assistant Professor, Associate Professor, or Professor, they are expected to contribute to the academic environment of VTCSOM. There is an expectation that Assistant Professors and Associate Professors on the non-tenure track will continue to make progress for eventual consideration of promotion in that particular track, consistent with the guidelines contained in these bylaws. However, there is no time-in-rank requirement for this track.

It is an expectation of the department APRT committee that a review of accomplishments be completed during the every-three-year cycle of maintenance of appointment. Each department APRT committee can develop its own process by which this review is done, its own criteria for recognition of progress, and its own means of informing the faculty member of the results of the review. Faculty members should be reminded that promotion on the non-tenure track requires a recognizable body of accomplishment and is not given simply on the basis of duration of time as a faculty member. Hence, any faculty member who expects to be promoted within the non-tenure track will be advised to develop those activities that are eventually considered within the criteria developed by the Department APRT committee and the School APT committee for promotion.

7.4.4 Review of Secondary and Adjunct/Instructional Faculty

Faculty members in this section refer to faculty whose primary appointment is with another educational institution, and who hold secondary appointments at VTCSOM; or to faculty who hold Instructional Faculty appointments at VTCSOM (Adjunct, Clinical Preceptor, Senior Instructor, Instructor).

Secondary faculty members have a primary appointment at an academic institution other than VTCSOM and are substantially involved in the education of VTCSOM medical students. Expectations of academic accomplishment and/or promotion for secondary faculty members would come from the home institution and not from VTCSOM. Promotion of rank within the secondary faculty track is predicated on promotion at the primary institution, only secondarily to be considered by the VTCSOM APT committee.

Adjunct/Instructional faculty members may or may not hold a faculty appointment at another

academic institution. Adjunct/Instructional faculty members are expected to be involved in the education of VTCSOM medical students. In contrast to tenure to title track and non-tenure track faculty, there is no expectation of academic accomplishment, other than that required for maintenance of appointment, for Adjunct/Instructional faculty who are Clinical Preceptors, Senior Instructors or Instructors. These tracks expect that an instructional role, and regular teaching and/or precepting, along with evidence of effort to improve one's teaching, is adequate to maintain one's appointment. If a faculty member in one of these ranks is developing a body of academic accomplishment, he/she may actually apply for a change in track (e.g., to regular faculty). If a change in track occurs, the faculty member would then be expected to undergo periodic review in that track.

7.5 Retirement, Non-Renewal or Termination of Faculty Appointment

Continued appointment to the faculty of the medical school is predicated on the ability and willingness of the faculty member to contribute to the academic/teaching mission of the department and the school. When a change of status and/or employment occurs, the VTCSOM faculty appointment will be continued only if specific arrangements are made to continue the appointment. Continued appointment will be contingent upon:

- Agreement between the department chair and the individual concerning the individual's ongoing contribution to the academic/teaching mission of the department and medical school;
- Receipt of a letter from the department chair within 30 days of the date of the change of status or employment, confirming that the individual should continue to have a faculty appointment and outlining the ongoing contribution of the faculty member to the academic/teaching mission.
- In the case of a clinical chair, the letter will come from the Carilion Clinic Chief Medical Officer.
- The letter requesting continued appointment will be reviewed by the Dean and, at his/her discretion, the VTCSOM APT Committee. The final decision about continuing the appointment rests with the Dean.

CHAPTER EIGHT – FACULTY GRIEVANCE POLICIES AND PROCEDURES

8.1 Nature of Grievance

For this process, a grievance is defined as a complaint by a faculty member alleging a violation, misinterpretation, or incorrect application of a policy, procedure, or practice of the school directly affecting the grievant. Some examples of valid issues for filing a grievance are: improperly or unfairly determined decisions that resulted in unsatisfactory formal periodic review or maintenance of appointment; excessive teaching assignments; substantive violations of promotion and tenure to title procedures or substantive violations of promotion and maintenance of appointment procedures (see appeal process, supra); reprisals; substantive error in the application of policy; or matters relating to academic freedom.

Issues not open to grievance: While most faculty disputes with VTCSOM administration may be dealt with by this grievance policy, the following issues may not be made the subject of a grievance: determination of policy appropriately promulgated by the VTCSOM administration or the VTCSOM governance system; those items falling within the jurisdiction of other VTCSOM policies and procedures (e.g., complaints of unlawful discrimination or harassment, or an appeal related to the merits of a promotion and/or tenure to title decision); contents of personnel policies, procedures, rules, regulations, ordinances, and statutes; the routine assignment of VTCSOM resources (e.g., space, operating funds, parking); normal actions taken, or recommendations made, by administrators or committee members acting in an official capacity in the grievance process; denial of an initial faculty appointment by the APT Committee and/or Dean; termination of appointment by removal for just cause, non-reappointment, or abolition of position; or allegations of misconduct in scholarly activities.

8.2 Procedures and Process

Appeals processes associated with Appointment, Promotion, and Tenure are described in earlier sections of these bylaws.

Department heads or chairs, associate deans, directors, and other administrative faculty will cooperate with the grievant in the mechanics of processing the grievance, but the grievant alone is responsible for preparation of his or her case.

Step One: The grievant must meet with his or her immediate supervisor (normally the department head or chair) within 30 calendar days of the date that grievant knew or should have known of the event or action that is basis for the grievance and orally identifies the grievance and the grievant's concerns. The supervisor provides an oral response to the grievant within five weekdays following the meeting. If the supervisor's response is satisfactory to the grievant, that ends the matter.

Step Two: If a satisfactory resolution of the grievance is not achieved by the immediate

supervisor's oral response, the grievant may submit a written statement of the grievance and the relief requested to the immediate supervisor. This statement must specifically and precisely define the grievance and the relief requested, and must be submitted to the immediate supervisor within five weekdays of the time when the grievant received the immediate supervisor's oral response to the first step meeting. Within five weekdays of receiving the written statement of the grievance, the immediate supervisor, in turn, gives the grievant a written response citing reasons for action taken or not taken. If the written response of the immediate supervisor is satisfactory to the grievant, that ends the matter.

Step Three: If the resolution of the grievance proposed in the written response by the immediate supervisor is not acceptable, the grievant may advance the grievance to the next higher level of school administration by submitting a signed written letter to the next higher administrator within five weekdays of receiving the written response from the immediate supervisor.

Following receipt of the faculty grievance, the administrator meets with the grievant within five weekdays. The administrator may request that the immediate supervisor of the grievant be present; the grievant may similarly request that a representative of his or her choice from among the school faculty be present. Unless the grievant is represented by a member of the faculty who is also a lawyer, the administrator does not have legal counsel present. The administrator gives the grievant a written decision on the faculty grievance within five weekdays after the meeting, citing reasons for his or her decision. If the written response to the grievance is satisfactory to the grievant, that ends the matter.

Step Four: If the resolution of the grievance proposed in the written response from the administrator is not acceptable, the grievant may advance the grievance within five weekdays to the level of the Dean, including a request for consideration by an impartial hearing panel appointed by the Chair of the Faculty Governance Committee.

Upon receiving the faculty grievance letter requesting step four review, the Dean or appropriate designated representative acknowledges receipt of the grievance within five weekdays and forwards a copy to parties in the grievance process. The Dean immediately forwards a copy of the grievance to the chair of the Academic Committee, who writes to the grievant to acknowledge receipt of the grievance within five weekdays of receipt of the faculty grievance from the Dean. The chair of the Academic Committee also notifies the chair of the Faculty Governance Committee of the faculty grievance. The grievant may petition the Dean to bypass the hearing panel and rule on the grievance. If the Dean accepts the request, there is no subsequent opportunity for the grievance to be heard by a hearing panel.

If the Dean does not accept the petition, a hearing panel will consider the grievance as outlined in the following procedures:

Hearing Panel: A hearing panel consists of five members appointed by the chair of the Faculty Governance Committee from among the members of the Faculty. The chair of the Faculty Governance Committee polls all appointees to ensure that they have no conflict of interest in the case. Both parties to the grievance may challenge one of the appointments, if they so desire, without need to state cause, and the chair of the Faculty Governance Committee appoints the needed replacement or replacements. Other replacements are made only for cause. The chair of the Faculty Governance Committee rules on issues of cause. To ensure uniformity in practice, the chair of the Faculty Governance Committee or his or her designee serves as the non-voting chair of each hearing panel. In the event that the chair has a conflict of interest concerning a case, the chair appoints a disinterested third party from among the members of the Faculty not already appointed to the hearing panel for the case to serve as chair of the hearing panel.

Hearings: After a hearing panel is appointed, the chair of the Faculty Governance Committee requests that each party to the grievance provide relevant documentation to be shared among the parties and the hearing panel. The panel holds its initial hearing with both principals present within 15 weekdays of receipt of the grievance by the chair of the Faculty. If the panel feels it needs to investigate the case further, or requires more information, or desires to hear witnesses, the hearing is adjourned until the panel completes the necessary work or scheduling. The hearing is then reconvened as appropriate. Each party to the grievance may have a representative present during the sessions of the hearing at which testimony is presented. The representative may be present to provide advice but cannot speak directly to the hearing panel. The representative of the grievant may be legal counsel and, if so, both parties may have legal counsel as representatives; but if the grievant does not wish to have legal counsel at a hearing, neither party to the grievance may have legal counsel present.

Findings and Recommendations: The hearing panel concludes its work and makes its recommendations within 45 weekdays of receipt of the grievance. The time limit for consideration may be extended by agreement of both parties. The hearing panel formulates written findings and recommendations regarding disposition of the grievance and forwards copies to the Dean, the grievant, the chair of the Faculty Governance Committee, and the chair of the Academic Committee.

Dean's Action: The Dean meets with the grievant within 10 weekdays after receiving the findings and recommendations of the hearing panel to discuss the case and advise the grievant about the prospects for disposition of the case. Within 10 weekdays of that meeting, the Dean sends to the grievant his or her decision in writing concerning the disposition of the grievance. The Dean's decision is final.

CHAPTER NINE – CONFLICTS OF INTEREST

9.1 Conflict of Interest Policy

Further information about the Virginia Tech Conflict of Interest policy may be found in section 2.16 of the VT faculty handbook.

Virginia Tech recognizes that external activities congruent with the professional expertise of faculty and staff consistent with the mission of the affiliated department can enhance professional development of the employee and enrich the academic experiences of students. Activities such as licensing of technology, consulting, or business start-ups can be critical to promoting economic development and meeting society's needs. Given these potential benefits, Virginia Tech has encouraged innovation and entrepreneurial activity in support of the broad missions of the institution. However, the primary professional allegiance of the employee must be, both in fact and in perception, to the university, and the primary commitment of the employee's time and intellectual energies must be devoted to the education, research/scholarship, administration, and outreach programs of Virginia Tech. While external activities are encouraged, the integrity of the institution and of the research conducted by individual faculty, staff, and students depends on a high degree of transparency and appropriate oversight of relationships with outside entities. Elimination or careful management of disclosed potential conflicts of interest provides assurance to research sponsors, subjects, and the broader public that possible personal gain has not influenced the design, conduct, or outcomes of the research, nor inappropriately biased decision making in other university activities. Policy 13010 provides the basic framework for assessing potential conflicts of interest or commitment and outlines related procedures for the management and monitoring of external activities in a manner that will both promote and safeguard the interests and reputation of Virginia Tech, its faculty, staff, and students, and their research and other university activities.

All faculty members must be committed to conducting themselves in accordance with the highest standards of integrity and ethics, described in "Professional Responsibilities and Conduct" in the *Faculty Handbook* as well as in other university policies, including University Policy 13010. These standards also include identification and disclosure of the potential for conflicts of interest and commitment, and the assurance that participation in external activities does not improperly affect the faculty member's teaching and research, relationships with students or colleagues, or otherwise jeopardize the reputation of the university. While this policy refers to "faculty," its provisions apply to all employees, including all types of faculty, staff, or employed students, whether full- or part-time. Issues of conflict of interest and commitment are also addressed in the university's Statement of Business Conduct Standards. All employees must acknowledge receipt of the statement and agree to abide by the standards. For examples of potential conflicts of interest visit the [Conflict of Interest website](#).

An individual conflict of interest occurs when an employee is in a position to advance one's own interests or that of one's family or others to the detriment of the university. Conflict of interest

can arise in various situations including, but not limited to: research and development contracts or commercialization of intellectual property; spouses and immediate family members; students and post-doctoral or other trainees; other university employees; faculty authored instructional materials; and procurement-related conflicts and gifts to employees.

Disclosure Requirement

State law and federal law require that faculty members fully disclose personal financial interests that present a potential conflict of interest with one's university responsibilities. Involvement with external activities, such as consulting or outside employment, or financial relationships with external entities related to one's professional responsibilities must be approved in advance. All employees (or their immediate family members) who have a private company (or personal ownership interest meeting or exceeding state limitations) that wishes to do business with Virginia Tech must disclose this financial interest annually. All investigators (or their immediate family members) who own or have ownership interest in a private business that would reasonably appear to be related to their institutional responsibilities must disclose that financial interest and have it evaluated for potential conflicts of interest or commitment, whether or not that company intends to do business with Virginia Tech. A renewal application must be filed annually for those approved activities that extend beyond one year. When a conflict management plan is required by the circumstances, full and immediate compliance is essential to assure the integrity of university-sponsored research, teaching, outreach, and administrative activities. University officials, not the faculty member, ultimately determine whether a reported financial interest constitutes a conflict and whether an award can be accepted or must be declined given the possible unresolved issues.

Training Requirement

The complexity and importance of managing potential conflicts of interest warrant the full attention of members of the university community. Initial and periodic training concerning applicable university policies and state and federal law and the investigator's responsibilities for disclosure is required for all faculty engaged in sponsored research. Federal regulations require all Public Health Service investigators to complete training prior to the award of a grant or contract. Initial training for other investigators must be completed in conformance with procedures issued by the vice president for research and innovation.

Retraining related to conflict of interest is required every four years and/or whenever there is significant change in university policy related to investigator responsibilities. Any investigator found to be in non-compliance with disclosure requirements will also be required to complete immediate training.

Related Policies

This policy must be read in conjunction with related university policies and procedures, such as intellectual property, use of facilities and university resources, procurement, University Policy 4070, and *Faculty Handbook* sections on consulting, outside employment, and conflict of interest and conflict of commitment. Policy guidance is provided on the Conflict of Interest website maintained by the Office of the Vice President for Research and Innovation and the standards of conduct and ethics website maintained by the Procurement Department.

Conflict of Interest Procedures

The sections below outline procedures for disclosing external activities, potential conflicts of interest, economic interest, managing potential conflicts, and participation and payment of students.

Disclosure of External Activities

University policy requires reporting of a wide variety of external activities, whether they generate additional income for the faculty member, or an immediate family member, or not. Certain traditional scholarly-related activities do not require reporting, such as serving on a peer-review panel, guest lecturing at another institution, serving as a speaker or panelist at a professional society meeting or conference, or editing a scholarly journal, even when the faculty member receives an honorarium for such service. A list of common activities that do not need to be reported is available on the Conflict of Interest website.

Advance approval is required for consulting or outside employment. Use [form 13010](#) for disclosure and approval of such activities on an annual basis each fall, or as needed for new activities. Include sufficient information for department and college officials to review and evaluate the proposed activities for conflict of interest or commitment. A single form may be submitted for on-going consulting activity with a single entity during the fiscal year. Continuation of that same consulting activity beyond the current fiscal year must be reported and approved annually. Separate disclosures are required for each consulting client so that potential conflicts of interest or commitment can be properly evaluated. A single disclosure denoting ownership of a consulting company with multiple unidentified clients does not allow an adequate assessment and is considered insufficient and unacceptable. Proposed external activities must be reported sufficiently in advance to allow a meaningful evaluation and approval process, including development of a management plan in the case of a conflict of interest or other legal issues posed by the proposed activity.

External activities with no anticipated impact on related sponsored research, other sponsored activities, or employment or funding of students or trainees, and within stated limitations of university policies on consulting and/or outside employment may be approved by the department head and relevant dean or senior administrator. Exceptions to the time limitations on consulting

and outside or additional Virginia Tech employment require approval by the provost, or the relevant vice president. The original approved form is kept in the employee's departmental personnel file. University departments and the relevant dean or vice president's office are responsible for ensuring that copies are sent to the employee and the university conflict of interest officer. Copies of individual disclosures are also retained by the relevant dean or vice president's office.

Staff members may request approval for outside employment and/or additional employment at Virginia Tech in accordance with [University Policy 4070](#), "Policy for Staff Employed to Teach For-Credit Courses," using the form to Request for Additional/Outside Employment for Classified or University Staff.

Disclosure of Potential Conflicts of Interest

Form 13010 is also used to disclose annually external activities, or relationships with external entities, that may involve a potential conflict of interest. Examples of activities that generally require disclosure are available on the Conflict of Interest website, such as employee (or immediate family) ownership of a private business seeking to sponsor research at Virginia Tech, or utilizing students, trainees, or other university employees in the faculty member's private business or consulting. A newly acquired significant financial interest, such as might occur through marriage, inheritance, or establishment of a new company, must be disclosed within 30 days. Disclosures must be filed and approved prior to submission of a related proposal for sponsored research.

For faculty members with Public Health Service (PHS) funding, reimbursed or sponsored travel paid for by an external entity must also be disclosed if it exceeds an aggregated amount of \$5,000 annually. Disclosure includes at a minimum the purpose of the trip, identity of the sponsor/organizer, the destination, and duration. Disclosure is not required for travel reimbursed by the university from any source of university funds (e.g., departmental, foundation, sponsored project), or travel paid for (or reimbursed) by a federal, state, or local government agency, a U.S. institution of higher education, an affiliated research institute, or academic teaching hospital. Special rules concerning reporting of travel apply to those employees who must complete the annual Commonwealth Statement of Economic Interest forms.

It is essential that the employee describe in detail the totality of the relationship with the external entity, including but not limited to the extent of individual or family financial interest, any involvement of students or other employees, and any project-specific considerations. Disclosures will be reviewed initially by the department head or the designated administrator for employees in non-academic units. Guidance on how to assess reported activities or relationships for potential conflicts of interest is available on the Conflict of Interest website. A management plan must be drafted if the faculty member expects related future research involvement with the entity.

Once approved by the department or unit head, the form is routed for review and approval by the relevant dean or vice president's office. Additional review and approval by the university conflict of interest officer is required for disclosures involving business ownership interests of investigators (or their family members), significant financial interests related to sponsored research, or other sponsored activities, employment or funding of students/trainees/staff, and any proposed management plan.

When the Office of Sponsored Programs receives a proposal involving an employee-owned business either as a research sponsor or subcontractor, relevant disclosures (completed form 13010, management plan, Virginia Statement of Economic Interest) are collected and reviewed by the designated COI officer for sufficiency. A summary of the proposed award and nature of the financial interest is prepared for further review by university legal counsel, the Office of the Vice President for Research and Innovation, the provost, and president. Contracts approved by the president are subsequently reported to the board of visitors.

A fully approved disclosure and management plan and presidential approval, if relevant, must be in place prior to execution of a related sponsored award. An investigator's significant financial interest related to a sponsored project and key elements of the management plan are reported by the university conflict of interest officer to the federal agency sponsor in accordance with agency requirements, when appropriate.

Should a significant financial interest be identified subsequent to project initiation, the conflict of interest officer will promptly review (within 60 days) the financial interest and its relationship to the project and implement an interim management plan to mitigate the potential conflict, including, if deemed necessary, suspending further project expenditures pending a more complete review and determination of appropriate action.

Virginia Statement of Economic Interest

The Commonwealth of Virginia requires separate, additional reporting of economic interests by members of the boards of visitors, senior administrators, select others with financial decision making authority, and employee business owners whose companies seek to contract with the university for research and development or commercialization of intellectual property. The Statement of Economic Interest disclosure is to be completed twice a year in December and January or as needed in the case of a new research contract.

Individual employees will be notified by university Human Resources of any state disclosure requirements and will receive instructions on how to access the state-maintained online system for reporting. These individuals are also required to complete state conflict of interest training on a two-year cycle. The associated training as required by state law, is maintained and tracked by university Human Resources.

Management of Potential Conflicts

A management plan is used to document the proposed strategies for eliminating, mitigating, or managing a potential conflict of interest. Approved strategies must reflect the commitment of the faculty member to university principles and values of transparency; strict adherence to the highest standards of professional ethics and conduct of research; appropriate and timely dissemination of research results; and protection of students, employees, and human subjects involved in the research. The management plan can call for implementation of several strategies designed to protect these values and the integrity of the research, research sponsors, the employee, and the university. Examples of frequently adopted strategies and sample management plans are available on the Conflict of Interest website. Management plans are typically project specific, reflecting the conditions of the proposed research. Management plans must fully describe the situation giving rise to the potential conflict, the proposed strategy to eliminate, mitigate, or manage the potential conflict, and the process by which the activities and the management plan will be monitored. Appropriate monitoring should include an oversight function to evaluate the effectiveness of and ensure compliance with the strategies specified in the management plan. In accordance with Public Health Service (PHS) regulations, disclosure of an investigator's significant financial interest must be made directly to the human subjects involved in all research activities.

A faculty-owner may not serve as sole principal investigator on a university project that is funded wholly, or partially, by the external organization with which the faculty-owner is associated. The co-principal investigator must be a faculty member who is not in a subordinate position to the faculty-owner, nor associated with the faculty-owner's company, or in any way susceptible to potentially inappropriate influence by the faculty-owner. Any exception to this must be approved by the vice president for research and innovation. The faculty-owner may not have financial responsibility for the contract. Oversight arrangements must be carefully crafted for those cases where the faculty-owner remains involved in the sponsored research. Faculty consulting with an external entity which then sponsors research at the university involving that faculty member also presents a potentially serious conflict of interest which must be eliminated or carefully mitigated.

All management plans are reviewed and approved by the university conflict of interest officer to assure consistency and compliance with applicable sponsor regulations and university policy.

Awards will be contingent upon acceptance and implementation of the plan by the faculty member. While the faculty member bears primary responsibility for carrying out the plan, department heads and deans are expected to monitor compliance and assure that protections are provided for employees and students. A review of active management plans will be performed periodically throughout the performance period of the sponsored project. Employees, department heads, or others involved in the execution of a specific management plan will be contacted and requested to provide any updates or revisions that may have been made during the review period. Once the management plan review has been completed and approved, any required sponsor reporting will be filed.

Participation of and Payment to Students

The participation of students in projects involving faculty-owners should be given particularly careful consideration. Work for faculty-owned companies or in faculty consulting provides valuable experience for undergraduate and graduate students. Nevertheless, such opportunities come with some risk that the student may be diverted from his or her educational goals or the perception that students are being used primarily for the benefit of those companies. For example, a faculty member who pressures a student to complete work related to the faculty member's company could easily affect the student's completion of graduate studies in a timely and appropriate way, thereby putting the faculty member's interest in obtaining proprietary results ahead of the student's academic or scholarly research activities. The concern is similar for the involvement of students in faculty consulting or other external activities. The risks and benefits of such involvement must be carefully weighed by departmental administrators responsible for evaluating the disclosure and approving the request, particularly where the involvement may be longer term and/or more time consuming. See additional sections in this chapter for further discussion of issues related to student involvement in faculty members' external activities or outside businesses.

Where approved, students may be paid for involvement in faculty-owner activities in either of two ways. Remuneration may be in the form of an assistantship and tuition, or wages funded by a sponsored project contracted to the university from the business or organization with which the faculty-owner is associated. The assistantship or wages are remuneration for work only within the agreed scope of that funded project and for no other tasks undertaken for the benefit of the external organization. This is no different from any other sponsored project that involves graduate research assistants or wage-earning students. In these circumstances, assistantships are constrained to payments within the scales published by the university. Alternatively, the company or agency might engage students directly as employees. This is the situation experienced by most off-campus and part-time graduate students. However, it is envisaged that in the case of faculty-owned businesses, students will spend time in university facilities when not engaged in direct work for the company at the company site or in an off-campus location. (Students may not do work on behalf of the company in university facilities.) Remuneration is not limited to university scales when students are employed directly by the company and may include the cost of tuition.

Students who will be employed by either of the two methods of payment and have their research supervised by the faculty-owner must sign an agreement acknowledging that they have been informed by their graduate program director or department head and associate dean about the source of their funding, the potential concerns associated with conflict of interest, and their channels for redress if needed.

Any work done on behalf of the faculty-owner's company in university facilities must be done in accordance with sponsored program guidelines and/or [University Policy 5000](#), "University Facilities Usage and Event Approval."

Compliance

Virginia Tech expects its employees to comply fully and promptly with the policy. The Office of the Vice President for Research and Innovation is responsible for overseeing the implementation of the policy and associated procedures. The university conflict of interest officer will work cooperatively with investigators and others to resolve any minor issues of noncompliance.

Breaches of the disclosure process, including (a) failures to comply with such process, whether by virtue of an employee's refusal to respond or by his or her responding with incomplete or knowingly inaccurate information, (b) failures to remedy conflicts, and (c) failures to comply with a prescribed management plan, will be forwarded to the appropriate university unit for investigation and appropriate action. Concerns about potential bias in the research will be reviewed in accordance with procedures established by the Office of the Vice President for Research and Innovation and posted on the Conflict of Interest website.

Instances of deliberate breach of policy—including failure to file a required disclosure form, knowingly filing an incomplete, erroneous, or misleading disclosure form, or failure to comply with prescribed monitoring procedures—will be adjudicated in accordance with applicable disciplinary policies and procedures of the university as described in the faculty and staff handbooks. University procedures for imposition of a severe sanction or dismissal for cause described in chapter three of the *Faculty Handbook* provide appeal mechanisms for faculty members charged with serious breaches of university policies. Staff employees may appeal through the staff grievance process.

Record Retention

All original signed disclosure forms and management plans related to conflicts of interest and commitment will be retained in the employee's departmental personnel file in accordance with university record retention guidelines. Copies of disclosure forms and management plans related to research will be maintained in the Office of the Vice President for Research and Innovation in accordance with state and federal requirements.

Definitions

Business means any corporation, partnership, sole proprietorship, firm, franchise, association, trust or foundation, or any other individual or entity carrying on a business or profession, whether or not for profit. The definition excludes the university or any other entity controlled by, controlling, or under common control with the university.

Disclosure is the full recording or specification of the employee's relationship with an external organization or involvement in external activities.

Employee includes all types of Virginia Tech faculty, staff, or employed students, whether full- or part-time.

Faculty member is anyone who has faculty status at Virginia Tech, regardless of rank and including research faculty and administrative and professional faculty. The complete categories of faculty are defined in an earlier section of chapter two of the *Faculty Handbook*. This policy also applies to staff employees and employed students where relevant.

Family member or immediate family member means an employee's spouse or child who resides in the same household and who is a dependent of the employee. A potential conflict of interest may arise when the party holding the "financial interest" as defined below is related to the employee in ways other than spouse and dependent children. Financial interests held by this party should be disclosed by the employee to the best of his or her knowledge.

Institutional responsibilities are defined broadly and include but are not limited to teaching, advising, research and scholarly activities, outreach, administrative and institutional committee service, and service to professional associations or on panels such as peer, institutional, or accreditation review boards.

Investigator means the project director or principal investigator and any other person, regardless of title or position, who is responsible for the design, conduct, or reporting of research. Collaborators, consultants, or subcontractors are considered investigators for the purposes of this policy, as is anyone identified as key personnel in the contract proposal and contract. Investigator disclosures must include the financial interests of their spouse and dependents.

Organizational conflict of interest exists when multiple university relationships with sponsors create an actual or perceived conflict of interest. Virginia Tech is treated as a single contractual entity in the federal contracting context. Separate sponsored projects and their principal investigators are considered part of the overall Virginia Tech contracting entity. Hence, the involvement of one faculty member in a consulting or advisory services contract with the agency may preclude a subsequent related contract from that agency based on potential concerns that there may have been access to source selection criteria or confidential information not in the public domain in advance of request for proposal (RFP) or procurement, or that the organization might be evaluating its own work products and hence open to charges of biased judgment, or that the preparation of specifications or statements of work might have favored the institution. Organizational conflict of interest applies to more than one project and may affect all current or even future sponsored research with a particular federal sponsor.

The Public Health Service comprises all agency divisions of the Department of Health and Human Services and the commissioned corporations, agencies, and operating divisions including: Office of the Assistant Secretary for Preparedness and Response; Office of Global Affairs; Agency for Healthcare Research and Quality; Agency for Toxic Substances and Disease Registry; Centers for Disease Control and Prevention; Food and Drug Administration; Health Resources and Services

Administration; Indian Health Service; National Institutes of Health; and Substance Abuse and Mental Health Services Administration.

Significant financial interest is defined differently by state law and federal regulation. The Virginia State and Local Government Conflict of Interests Act uses the term “personal interest” and the defined thresholds for disclosure apply to all employees not engaged in sponsored research. The definition for “significant financial interest” below applies to all investigators involved in sponsored research, regardless of the source of funds for that research.

Personal interest as defined by the Virginia State and Local Governments Conflict of Interests Act: A financial benefit or liability accruing to an officer or employee or to a member of his immediate family. Such interest shall exist by reason of (i) ownership in a business if the ownership interest exceeds three percent of the total equity of the business; (ii) annual income that exceeds, or may reasonably be anticipated to exceed, \$5,000 from ownership in real or personal property or a business; (iii) salary, other compensation, fringe benefits, or benefits from the use of property, or any combination thereof, paid or provided by a business or governmental agency that exceeds, or may reasonably be anticipated to exceed, \$5,000 annually; (iv) ownership of real or personal property if the interest exceeds \$5,000 in value and excluding ownership in a business, income, or salary, other compensation, fringe benefits or benefits from the use of property; (v) personal liability incurred or assumed on behalf of a business if the liability exceeds three percent of the asset value of the business; or (vi) an option for ownership of a business or real or personal property if the ownership interest will consist of (i) or (iv) above.

Significant financial interest: A financial interest consisting of one or more of the following interests of the investigator (and those of the investigator’s spouse and dependent children) that reasonably appears to be related to the investigator’s institutional responsibilities:

With regard to any publicly traded entity, a significant financial interest exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure and the value of the equity interest in the entity as of the date of disclosure, when aggregated, exceeds \$5,000. For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value.

With regard to any non-publicly traded entity, a significant financial interest exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure, when aggregated, exceeds \$5,000, or when the investigator (or the investigator’s spouse or dependent children) holds *any* equity interest (e.g., stock, stock option, or other ownership interest).

Or, intellectual property rights and interest (e.g., patents, copyrights), upon receipt of income related to such rights and interest.

PHS funded investigators must also disclose the occurrence of any reimbursed or sponsored travel if it exceeds an aggregated amount of \$5,000 annually and is related to their institutional responsibilities. Sponsored travel is defined as that which is paid on behalf of the investigator and not reimbursed to the investigator so that the exact monetary value may not be readily available. However, this disclosure requirement does not apply to travel that is reimbursed or sponsored by a federal, state, or local government agency, a U.S. institution of higher education, an academic teaching hospital, a medical center, or a research institute affiliated with an institution of higher education.

The term significant financial interest does not include the following types of financial interests: salary, royalties, or remuneration paid by Virginia Tech to the investigator, including intellectual property rights assigned to the institution and agreements to share in royalties related to such rights; income from investment vehicles, such as mutual funds and retirement accounts, as long as the investigator does not directly control the investment decisions made in these vehicles; income from seminars, lectures, or teaching engagements sponsored by a federal, state, or local government agency, and U.S. institutions of higher education; or income from service on advisory committees or review panels for a federal, state, or local government agency, a U.S. institution of higher education, an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education.

9.2 Specific Conflict of Interest Policies for VTCSOM

9.2.1 Conflict of a Private Interest of Faculty with Academic Responsibilities

VTCSOM faculty will follow a code of conduct which avoids any conflict of interest, or appearance of conflict of interest, between the performance of the faculty's academic duties and any outside personal interests. Conflicts of private interest may include, but are not limited to, personal activities, appearances, scheduled visits, or absences that interfere with the faculty member's ability to fulfill his/her teaching, facilitating, clinical oversight, research oversight, mentorship or other VTCSOM academic responsibilities. Similarly, a conflict of private interest may occur when a faculty member has financial, political, religious, ethnic, or other obligations that interfere with the ability to fulfill his/her VTCSOM academic responsibilities.

The faculty member should recognize that a conflict of private interest may be occurring or has the potential to occur. The faculty member should approach his/her Department Chair to discuss steps to be taken that would avoid or mitigate the conflict. If no resolution is reached, the faculty member, or the Chair on the faculty member's behalf, should begin the process of reducing academic responsibilities. This may include decreased teaching, facilitating, oversight or other opportunities. If no satisfactory reduction in responsibilities can be reached, the faculty member will be expected to resign his/her faculty appointment.

If a faculty member has a conflict of private interest that is interfering with VTCSOM academic responsibilities and has not taken steps to avoid or mitigate the conflict, he/she will be directed

to the Department Chair. The Chair should seek resolution of the conflict. If no resolution can be reached, the Chair should take necessary steps to reduce the faculty member's academic responsibilities, anticipating that in some cases it may be necessary to retract the faculty appointment.

9.2.2 Conflict of Interest in Student Assessment and Promotion

Occasions may arise in which a faculty member has direct supervision over a student in matters of assessment (grades) and/or promotion and in which there may be a potential conflict of interest in this role. The conflict may arise as a consequence of any of a number of situations such as:

The student may be a relative through lineage, marriage, or other relationships.

The student may have a close personal relationship through settings such as places of worship, civic organization, sports, recreation, or other social settings.

The student may be a patient in the practice of a clinical faculty member.

Or other relationships identified by the faculty member or student.

The nature of the conflict need not be disclosed. When such a conflict is recognized by the faculty member, it is the responsibility of the faculty member to notify the VTCSOM Office of Faculty Affairs. If a conflict of interest is identified, the student schedule will be modified to avoid assessment of the student by the faculty member. The same action, modification of the student schedule, would occur if the student identifies a conflict whether the faculty member also identifies the conflict or not. Similarly, the faculty member would also be asked to recuse him/herself from decisions regarding promotion of the student.

The VTCSOM Office of Faculty Affairs requires all faculty members to complete a conflict of interest form regarding this issue on a yearly basis.

9.2.3 Conflict of Interest in Commercial Support of Continuing Medical Education

VTCSOM has adopted the Accreditation Council for Continuing Medical Education (AACME) Standards for Commercial Support: <http://www.accme.org/requirements/accreditation-requirements-cme-providers/standards-for-commercial-support>

These standards ensure independence of continuing medical education (CME) activities which include:

- Resolution of personal conflicts of interest
- Appropriate use of commercial support

- Appropriate management of associated commercial promotion
 - Expenditure for an individual providing CME
 - Expenditure for learners
 - Accountability
- Content and format without commercial bias
- Disclosures relevant to potential bias
 - Relevant financial relationships of those with control over CME content
 - Commercial support for the CME activity
 - Timing of disclosure

FACULTY BYLAWS APPENDICES

APPENDIX A – VTCSOM CV GUIDELINES AND FORMAT

Instructions for Completion of the Document

Introductory comments

The curriculum vitae (CV) for the VTC School of Medicine is primarily a document of accomplishments relevant to appointment, promotion and tenure to title within the School. This CV provides a format for inclusion of much of the relevant information a Department and School Promotion and Tenure Committee will consider. As such, the CV is meant to be comprehensive. The CV has been designed to be appropriate for use by physician or other medical faculty, basic science faculty, and faculty with biopsychosocial backgrounds.

It is required for faculty to store and update all professional development, teaching, scholarly activities, committee work, and other service provided to VTC School of Medicine in the online faculty tracking database called Digital Measures. The faculty member **or** the administrative support person (**assigned by the primary department or organization**) is responsible to enter all CV information into Digital Measures. Faculty are responsible to review their records for accuracy on an on-going basis. Once all information is added into Digital Measures the required CV can automatically be created in an editable Microsoft Word document. The Curriculum Vitae Report can be created at any time within each faculty's individual Digital Measures account. Further information on Digital Measures can be found on the VTC School of Medicine's Faculty Affairs webpage.

However, even the VTCSOM CV may not fully reflect the activities a faculty member wishes to highlight. For that reason, for promotion and/or tenure to title, the faculty member must also develop an **electronic** academic or educational portfolio. Within the portfolio, samples of one's academic activity should be included, in part so an APT Committee can judge the quality of one's work above and beyond a mere listing of the work. It is reasonable to recall that the CV is a listing of accomplishments while the academic portfolio is evidence of those accomplishments.

The following template is meant to provide guidance for completion of one's curriculum vitae report created within Digital Measures in the format required by the VTCSOM APT Committee. These guidelines are presented to encourage uniformity and consistency in the listing of one's accomplishments, which will all need to be added into the appropriate fields within Digital Measures in order for the Curriculum Vitae Report to be successfully created automatically.

[First Name] [Initial of: [Middle Name]] [Last Name], [Professional Suffix(es)]

1. Personal Information

One can be as expansive, or minimalist, as one wishes in this section. Please do NOT include the Social Security number. At a minimum, should include name, professional suffix(es), title/rank at VTCSOM (or home academic institution along with VTCSOM), date of birth. Faculty members may wish to consider professional address (home address not necessary), name of spouse/partner, names of children, other personal interests.

2. Educational and Professional History

Note: unlike virtually the entire remainder of the CV, this extended section is generally arranged from earliest to later; in the remaining portion of the CV such things as honors, scholarly work, grants, and other items are arranged with the most recent entry first.

Education

List one's degree granting university, campus location, years of study, major or thesis topic, and conferred degree. If relevant, even if described later in the CV, account for absences in the record.

Professional Training

Include professional post-graduate or post-doctoral activities (i.e., industry or military service that did not necessarily advance one's degree).

Include all residencies and fellowships.

Licensures and Certifications

Generally, this is only relevant to physicians. It is acceptable to include certifications or "boards" from organizations not accredited by the American Board of Medical Specialties (ABMS), but indicate such. It is acceptable to include medical licenses of all states in which one is or was licensed, even if the license has been voluntarily withdrawn.

Professional/non-academic work positions

Include location and duties of employment if not at an academic institution. This would include employment in industry or institutes for scientists and military service or private practice if physicians. It is appropriate to indicate positions of leadership or responsibility

such as director, vice-president, military rank, etc. This is also an appropriate location in the CV to include leaves of absence (e.g., extended maternity leave or family obligations)

Academic work positions

It is appropriate to add positions of co-appointment outside of one's "home" department (e.g., Assistant Professor of Pediatrics and Physiology); however, one should note

the “home” department. Also, it is recognized that the rank of “Preceptor” may have different connotations for the scientist and the physician; the intention is to include an appointed rank of Preceptor rather than a clinical designation.

3. Awards and Honors

These should be arranged most recent first.

Many awards are broadly recognized, such as Alpha Omega Alpha or Sigma Xi, but others may be more career or specialty oriented. Include a brief explanation if the award may not be immediately recognized by a broad academic audience. Teaching, research and clinical awards are especially relevant.

Honors conferred outside academic or professional organizations may be included if the award recognizes activities performed because of one's academic professional expertise. Many awards from service clubs (e.g., Rotary, Optimist Clubs), churches, and civic groups represent a vocational interest unrelated to one's profession and would not be included.

4. Teaching/Education

These activities should be arranged most recent first.

As a dominant organization of teaching at VTCSOM is the “block,” involvement in a block, either as a block director, member of the design team, or facilitator commands initial attention. Classes taught, either at VTCSOM or elsewhere, are important. Assistance in a laboratory experience should be included. Other instructions in this section are self-explanatory.

One should be cautious about inclusion by multiple references to repeated or regularly scheduled teaching sessions. For example, it is inappropriate to list each instance of a weekly or monthly teaching session; that is more appropriately represented by a notation with the frequency (“Mortality and Morbidity (M&M) resident conference, monthly” rather than “M&M resident conference, June 7; M&M resident conference, July 4; M&M resident conference, August 1”).

Include teaching sessions with medical students, residents, fellows, and nursing/allied health, not only medical students.

“Invited lectures” refers to lectures/seminars given locally, regionally, or nationally to universities and schools. It does not apply to invited lectures at regional/national/international societies or organizations; these presentations are listed below.

Industry sponsored training activities are appropriately included here even though the assumption is that the material presented is largely developed by the industry. These should be listed parsimoniously. For example, demonstrating the same surgical instrument should be listed as the presentation with relevant dates; it is not appropriate for each presentation to be a separate listing.

Curriculum development is a crucial academic activity. Course work should be listed. But writing of a single case, or a single lecture, is not really considered curriculum development. Examples of curriculum will be included in the academic portfolio. If teaching innovations occurs in the context of curriculum development, that deserves recognition. However, teaching

innovations would just as appropriately be included in an academic portfolio.

Collaboration in development of curriculum or teaching materials with colleagues nationally or internationally is clearly worthy of inclusion.

Academic Leadership

VTCSOM Courses Taught (Years 1-4)

Graduate Medical Education Teaching Activities

Advising and Mentoring

Directed Learning

Other Teaching Contributions

5. Scholarly Activity

Listing of scholarly activity should be arranged in each section most recent first. In contrast to other sections, though, lists in this section may be comprehensive, representing the totality of one's accomplishments, and need not be limited to the past 10 years.

List all citations in a standardized format. It is acknowledged that some journals choose a slightly different format for citations but VTCSOM follows the guidelines published by the National Library of Medicine Citing Medicine project (www.ncbi.nlm.nih.gov/bookshelf/br.fcgi?book=citmed), accessed October 2009. For most citations, the following applies:

- Journal articles – (1) author(s) by last name, space, first and middle initial (list all authors; do not limit to 3 or 6 authors), (2) title, (3) journal name (use abbreviations listed in *Index Medicus*), (4) year, (5) volume, (6) issue number (if relevant), (7) inclusive pages.
- Book chapters – (1) author(s) by last name, space, first and middle initial (list all authors; do not limit to 3 or 6 authors), (2) chapter title (if relevant), (3) editor(s), (4) title of book, (5) city of publication, (6) publisher, (7) year, (8) volume and/or edition number (if relevant), (9) inclusive pages (if relevant)
- Electronic articles – in general, use the same format as indicated above for journal articles; the date of electronic publication if relevant as is the URL and the date accessed. The above noted website has specifics.
- For other citations, e.g. commentaries, newsletters, see the above noted website for correct format.

One should be honest about notations. A journal article in print format that happened to be released electronically weeks or months before print publication does not warrant a double entry.

An article published only in an electronic journal should be printed and stored in one's academic portfolio in case a review of that work is desired and the URL is no longer accessible.

A published abstract, even in a supplement, is an appropriate entry, even if this entry is repeated from a presentation (see below). For purposes of completeness, this "double entry" is permitted.

CDs, DVDs, audio-video tapes and other similar work on medical/scientific topics are all relevant scholarly activities. The NLM Citing Medicine website has guidelines for appropriate citation.

A technical manual, if done in an academic setting for an appropriate purpose, may be cited. Many technical manuals done in the context of an industry job or military position are proprietary or classified and not appropriate for inclusion in a VTCSOM curriculum vitae.

Presentations at society or organization meetings are arranged by locale – international, national, and regional. Within each of these categories, subgroups should be organized such that, for example, at national meetings one lists all oral presentations together, followed by all poster presentations, followed by workshops, precourses, and/or seminars. The citation of these presentations should list author(s), title, organization and type of meeting (e.g., American Medical Association Annual Meeting), city/country, and inclusive dates of the meeting. Again, the NLM Citing Medicine website has details. Any invited keynote or plenary session presentation is listed separately, most recent first.

Presentation of a regularly scheduled media activity (e.g., a TV series "Health Tip of the Day") is a legitimate scholarly activity and may be included. However, individual appearances on radio or TV, even if on a medical or scientific topic (a "talking head"), should not be included.

Selection as a member on an Editorial Board should include the name of the journal or electronic site and the inclusive dates of membership. Similarly, regular selection as a reviewer for a journal should list the journal and inclusive dates.

Scholarly and Professional Publications

Presentations to professional organizations

6. Contracts, Grants, and Research

These should be arranged chronologically, most recent first. It's appropriate to include those up to 10 years before.

As a consistent format, the list should be organized as follows: (1) PI, co-PI, and investigators, (2) title/topic, (3) year awarded and duration of grant/contract, (4) percent effort, (5) source of funding, (6) amount of entire award. If the title/topic is outside of one's generally accepted area of expertise, a short comment of the role of one's involvement is appropriate.

7. Intellectual Property (e.g., copyrights, patents or trademarks)

For patents and software, the NLM Citing Medicine website has a lengthy (and not very user friendly) section on appropriate citations. This website should be consulted, but editing for purposes of space is appreciated

(Books and monographs are assumed to have copyright and need not be listed here).

8. Consulting

9. Media Contributions

10. Professional Service

For each section, arrange chronologically, most recent first. Include assignments in the past 10 years.

If the duties or mission of a board or committee may not be clear, attach a simple explanation. If involvement or position on the board or committee is not obvious, please explain.

Special note should be made of service to student organizations. (This is not to be confused with student mentoring which is addressed earlier). Service to student interest organizations as an advisor or coordinator is a valuable contribution as professional service.

These notations should reflect VTCSOM academically relevant activities. Most committees in industry or the military, for example, may not be relevant to VTCSOM professional service. Similarly, service clubs, church positions, and community organizations, while often meaningful and important to the individual, are not generally relevant to the goals and mission of a medical School.

Virginia Tech Carilion School of Medicine and Residency Committees and Other Service

Carilion Medical Center, Carilion Clinic and Hospital Department Committees and Other Service

Professional Committees and Other Service (External to VTCSOM and CMC, Carilion Clinic)

Public Committees and Other Service (Non-medical, community-based)

11. Professional Memberships

There may be some repetition in this section with societies/organizations mentioned above (section 8. Professional Service). One may list any relevant organization, be it international or local. It is appropriate to indicate years of membership in a society (e.g., "American Medical Association, 1990 – present"), but only include groups in which one has been a member within the past 10 years. An exception might be a leadership position in a society (e.g., "American Medical Student Association, 1986-1990, President 1989-90").

Interprofessionalism, diversity, community/service learning

VTCSOM is strongly interested in activities relevant to its value domain of interprofessionalism, and the commitment to diversity and service learning. Hence, activities that enhance the School's mission in these domains are relevant.

It is likely that some activity that might be included in this section has already been noted in earlier sections (e.g., Teaching). If so, those entries need not be repeated here. However, other duties performed in association with our mission, such as local public School science/medicine groups or involvement with VTCSOM student community service projects, are appropriate. If uncertain, one guideline is to ask oneself if the activity is being done, at least in part, in the name of VTCSOM or in some way representing or reflecting upon VTCSOM.

APPENDIX B – STANDARDS OF ETHICAL AND PROFESSIONAL CONDUCT POLICY (SEPCP)

VTCSOM recognizes that students are exposed to multiple learning environments in clinical and non-clinical settings throughout the course of their medical education. These learning environments must support and reinforce the professional attributes, principles, and responsibilities outlined below. Faculty and students have a set of responsibilities to the learning environment and to the teacher-learner relationship that must also be articulated and endorsed.

Guiding Principles for the teacher-learner relationship have been outlined by the AAMC and are as follows:

- **Duty:** Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession's social contract across generations.
- **Integrity:** The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.
- **Respect:** Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing the ethic. Given the inherently hierarchical nature of the teacher-learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

The principles and responsibilities listed below are broad descriptions of expected behaviors by the VTCSOM academic community. The medical education environment is complex, yet all parts of it require adherence to the guiding principles and responsibilities defined in this policy (SEPCP):

Duty: Members of the academic community have duties to patients as well as to each other. Failure of duty exists when the individual:

- Knowingly participates in a research or clinical activity likely to cause grave injury without any chance of benefit to another person.
- Refuses to respond to a life threatening situation when specifically requested to perform actions within one's scope of practice.
- Fails to provide constructive objective feedback.
- Does not participate in the educational process in a meaningful manner.

- Neglects clinical responsibilities.

Integrity: Membership in the academic community is based upon integrity. Members shall not engage in any of the following activities:

- Plagiarism.
- Scientific fraud or misconduct.
- Concealing pertinent conflicts of interest in educational activities.
- Cheating on exams offered by the institution or by other professional organizations.
- Dishonesty.
- Falsification of documents or electronic records pertaining to patient care or student advancement.
- Violations of confidentiality.
- Mistreatment of patients.
- Unlawful activity when it is determined the interest of the school is involved.
- Misappropriation of funds or resources for personal benefit or use.

Respect: Members of the academic community will demonstrate respect for others at all times. Inappropriate behaviors include:

- Unwanted physical contact or threat of the same.
- Sexual harassment.
- Loss of personal civility including: shouting, personal insults or attacks, throwing items, or damaging personal or community property.
- Discrimination in teaching and assessment.
- Requests for others to perform inappropriate personal errands in return for educational advancement.

The above principles initiate the description of a set of responsibilities for teachers and learners.

The responsibilities for teachers will include:

- Treat learners with respect.
- Treat learners and colleagues equally without regard to gender, race, disability, cultural origins, age, or religious beliefs.
- Treat colleagues and patients in a professional manner.
- Provide current, high quality materials in an effective format for learning.
- Respect the student's time by:
 - Being on time for scheduled encounters.
 - Developing educational experiences which are meaningful to the practice of medicine and reasonable for the time period allotted.
 - Provide timely and constructive feedback.
 - Provide a role model for professionalism.

The responsibilities for students will include:

- Treat residents, faculty, and patients with respect and professionalism.
- Treat residents and faculty equally without regard to gender, race, disability, cultural origins, age, or religious beliefs.
- Commit the time and energy necessary to attain the goals and objectives of the curriculum.
- Respect the time of other students and faculty by being on time for scheduled educational encounters.
- Contribute to the quality of group assignments and work products by actively engaging in discussion, problem solving, and development of materials.
- Communicate concerns and suggestions regarding learning environment and educational community in a timely, constructive, and professional manner.

In addition to the SEPCP, VTCSOM has developed a Teacher-Learner Compact based on the AAMC's guiding principles and the SEPCP. A similar compact governs the activities of residents at Carilion Clinic, the learning environment for VTCSOM's medical student clinical training. The Carilion Clinic has utilized the AAMC's principles and responsibilities to develop a Carilion Clinic Compact between Resident Physicians and Their Teachers. Carilion Clinic currently requires all clinical faculty and residents participating in accredited postgraduate training programs to sign the Carilion Clinic Compact. The Compact identifies the essential roles and responsibilities of the participants in postgraduate clinical education with the goal of optimizing safe and productive learning and patient care while limiting the occurrence of behaviors that may negatively impact the learning environment.

The "Compact" following is adapted from material at other medical schools. These goals and principles should guide the interactions of faculty and students at VTCSOM. The "Compact" is presented in its entirety, with some sections relevant to faculty, some sections relevant to students and some sections relevant to all.

Compact Between Teachers, Learners, and Educational Staff

Learners pursuing a career in medicine assume responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff members support both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all VTCSOM personnel is essential to the basic principles of this institution.

Guiding Principles of the Educational Compact

- **Duty:** All participants in the education mission have a duty to sustain a learning environment conducive to maintaining the knowledge, attitudes, and skills necessary for providing contemporary standards of care. These standards should be respectful of the social contract and thinking essential to the practice of medicine.
- **Integrity:** All education participants/parties will behave in a manner that reflects individual and institutional commitment to intellectual and moral excellence.
- **Respect:** Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as newer members of the medical profession, and their teachers, as experienced professionals, is essential for nurturing that ethic. In addition to individual respect, all educational parties must respect and follow established professional policies.

As a teacher, I pledge to:

- Maintain currency in my professional knowledge and skills
- Maintain currency in skills in teaching and education
- Ensure excellence of the educational curriculum
- Be a Model of professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- Nurture learner commitment to achieve personal, family, and professional balance such as demonstrated in the School's commitment to duty hour rules and regulations
- Recognize and acknowledge expressions of professional attitudes and behaviors as well as the achievement of quantifiable academic excellence
- Respond vigorously to unprofessional behavior and indications of abuse or exploitation of faculty, learners, patients, colleagues, or staff
- Create a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact
- Accept responsibility for instilling these attributes in learners and faculty for whom I have responsibility.

As a learner, I pledge to:

- *Acquire the knowledge, skills, attitudes, and behaviors necessary to fulfill all established educational objectives*
- *Embody the professional virtues of integrity, empathy, altruism, compassion, respect, honesty, courage, and trustworthiness*
- *Respect as individuals, without regard to gender, race, national origin, religion, or sexual orientation, all patients, peers, faculty and staff*
- *Uphold the highest professional standards and conduct myself accordingly in all interactions with patients, peers, faculty and staff*
- *Assist my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional*
- *Help create a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact*

As Educational Staff, I pledge to:

- *Maintain currency in my professional knowledge and skills*
- *Help ensure excellence of the educational curriculum*
- *Embody professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff*
- *Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias.*
- *Provide a confidential mechanism for learners to report violations of this pact.*

Policies and Procedures for Handling Allegations of Student Mistreatment

Faculty behavior within the academic community, which includes the teacher-learner relationship and the professional community of patient care, will be guided by the SEPCP as well as the Teacher-Learner Compact.

Students may bring forth complaints about mistreatment utilizing an academic grievance procedure. The procedure identifies a hierarchy of individuals or committee that students may approach for redress of grievances. In addition to any of several directors, Chairs, or Associate Deans, the student may also choose to pursue redress by contacting the VTCSOM Learning Environment Advocacy Committee (LEAC). Any of these individuals or the LEAC is empowered to investigate allegations of student mistreatment. The actual process is outlined in the Faculty Bylaws in section 2.6 (allegations of student mistreatment by a faculty member) and/or section 2.7 (unprofessional behavior by a faculty member).

Educational Programs to Avoid or Prevent Student Mistreatment

Faculty and staff of VTCSOM must be committed to support a learning environment that promotes the professional development and well-being of students. This environment must be free from student mistreatment or harassment. To this end, VTCSOM has the Learning Environment Advocacy Committee (LEAC) that, in addition to investigating allegations of mistreatment, also has a charge to direct education about mistreatment/harassment. Under the direction of LEAC, all faculty at the time of orientation and every three years at maintenance of appointment must complete an online module related to student mistreatment/harassment.

As the major teaching center for VTCSOM with settings in which all students are educated, Carilion Clinic requires all new employee orientation sessions include information about the learning environment and learner mistreatment. All residents must complete the online module on mistreatment prior to beginning their training at Carilion. During faculty orientation all new faculty receive information about the issues pertaining to the importance of the learning environment. And, each year and at the time of maintenance of appointment they are also required to verify completion of an online module on student mistreatment. All VTCSOM faculty and staff along with all Carilion Clinic employees (administrative, nursing, technical, facilities, and others) are required to complete these programs directed to avoiding mistreatment or harassment in the learning environment.

APPENDIX C – VTCSOM DIVERSITY POLICY

Policy: Diversity and Inclusion
Subject: Diversity
Rev.: 2.0

Virginia Tech Carilion School of Medicine (VTCSOM)
March 19, 2014

1. Purpose

Vision: The Virginia Tech Carilion School of Medicine (VTCSOM) will be the first choice of a diverse class of medical students who are seeking an educational experience grounded in inquiry, research, and discovery, set in a learning environment of interprofessionalism, and cultural competency.

Mission: To develop physician thought leaders through inquiry, research and discovery, using an innovative curriculum based upon adult learning methods in a patient-centered context. Our graduates will be physicians with outstanding clinical skills and significantly enhanced research capabilities who will remain life-long learners. They will have an understanding of the importance of interprofessionalism to enable them to more effectively function as part of a modern healthcare team.

Values:

- Virginia Tech Carilion School of Medicine values human diversity because it enriches our lives and the School. We acknowledge and respect our differences while affirming our common humanity. As care givers and educators, we value the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- Virginia Tech Carilion School of Medicine values the concept of patient-centered care, manifested in physicians who are receptive and expressive communicators, developing patient plans grounded in evidence-based medicine with an emphasis on safety, quality, professionalism, and cultural competency.
- Virginia Tech Carilion School of Medicine values the science of medicine and its application to the resolution of clinical problems, and the development of self-instruction skills that keep physicians informed regarding developments in medical sciences.
- Virginia Tech Carilion School of Medicine values continuous improvement of quality in its broad application to clinical care and to the development of new knowledge.
- Virginia Tech Carilion School of Medicine values communication, interpersonal skills, and interprofessionalism to make the healthcare system better for patients

and all healthcare professionals.

- Virginia Tech Carilion School of Medicine values community service by providing service learning opportunities, encouraging students to see themselves as having the responsibility to improve the world around them.

2. Policy

a. **Expectations Regarding Diversity Across the Academic Community**

VTCSOM views the educational benefits of diversity as including its contributions to improving both the cultural competence of its graduates and improving access to care for underserved populations.

The VTCSOM is committed to preparing its students for medical practice in a diverse society. Therefore, it is the policy of the school to develop and maintain an academic environment characterized by, and supportive of, diversity and inclusion. The curriculum facilitates training in:

- Basic principles of culturally competent health care;
- Recognition of health care disparities and the development of solutions to such burdens;
- The importance of meeting the health care needs of medically underserved populations;
- The development of core professional attributes needed to provide effective care in a multidimensionally diverse society.

Through the governance structure as articulated in their Bylaws, the faculty have the responsibility to characterize diversity for the VTCSOM community. This policy is approved by the faculty at large, and published annually in the Faculty Bylaws.

b. **Programmatic and Institutional Goals**

The specific groups whose members the institution seeks to appoint to its faculty, to employ in its staff, and to enroll in its student body are:

i. **Faculty**

VTCSOM seeks to appoint to its faculty those individuals traditionally underrepresented in medicine, and those from geographically diverse training sites.

ii. **Staff**

VTCSOM seeks to employ in its staff those individuals traditionally underrepresented in medicine.

iii. Students

VTCSOM seeks to enroll in its student body those individuals traditionally underrepresented in medicine, those students from low socio-economic status backgrounds (SES)/first generation college students/distance traveled, and women in science, engineering, technology and mathematics (STEM).

Applications for appointment/employment/enrollment from diverse candidates are holistically reviewed for the positive attributes they bring to the learning environment. While VTCSOM aims to provide a fully inclusive environment, we respect individuals' privacy and currently do not quantify data in categories of diversity such as physical ability, age, sexual orientation, and gender identification.

3. Definitions

a. Underrepresented in Medicine (URM)

Means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population; at VTCSOM, those groups are: African-American/Black, Hispanic/Latino, and Native American

b. Geographic Diversity of Training (GDT)

Those faculty who have trained in the practice of medicine outside of the local Roanoke and surrounding areas

c. Staff

Two groups of staff are currently priorities for employment: residents and administrative staff in the Office of the Dean.

d. Diversity

Term describing the institution's broad variety of individual characteristics, as well as group and social identities, including those marked by unique experiences, beliefs, and backgrounds.

e. Inclusion

Term describing the active, intentional, and ongoing engagement with diversity in all activities of the institution (e.g., education, professional development, policy, and other programming).

4. Procedures

a. Student Recruitment, Selection, and Retention

Admissions staff proactively recruits diverse students through campus visits, pipeline programs, and individual contact with potential applicants. The admissions committee holistically reviews all applications to achieve the educational benefits of a diverse student body, including enhancing the cultural competency of all physicians the school educates and improving access to care for underserved populations.

b. Scholarships and Financial Aid

All funding available for scholarships and financial aid, except those that are otherwise restricted by law or by donor intent, are available as a resource to attract and matriculate a diverse student body.

c. Educational Program

The medical curriculum committee ensures that the curriculum facilitates training in the basic principles of culturally competent health care; recognition of health care disparities and the development of solutions to such burdens; the importance of meeting the health care needs of medically underserved populations; and, the development of core professional attributes needed to provide effective care in a multi-dimensionally diverse society.

d. Personnel Recruitment, Employment, and Retention

Chairs/Administrators recruit diverse faculty and staff to achieve the institutional diversity goals.

e. Faculty Development

Chairs and department heads provide faculty development opportunities consistent with the intent of this policy. The resources of the partner institutions are utilized to assure diverse recruitment and appointment strategies, as well as professional development and retention of our faculty and staff.

f. Community Liaison Activities

The VTCSOM Office of Community and Culture provides outreach and programs to raise awareness of the opportunities for careers in the health sciences, and to build and sustain a diverse and inclusive community.

5. Review

The VTCSOM Academic Committee shall receive an annual report on the school's success in achieving diversity in the categories that it has defined for medical students, faculty, and staff.

This policy shall be reviewed on an annual basis.

APPENDIX D – STARTING A NEW DEPARTMENT; CHANGING A DEPARTMENT NAME

Starting a New Department; Changing a Department Name

The need or desire to form a new VTCSOM department may come from any of a number of possible situations: a group of physicians within a clinical VTC department (e.g., a division or section); a group of physicians not currently belonging to a clinical VTC department but wishing to join VTCSOM for teaching purposes (possibly also to provide clinical resources to Carilion Clinic); a group of physicians or healthcare professionals within a VTC non-clinical department; a group of non-clinical researchers or other doctoral professionals not currently within a VTC non-clinical department; or others. Regardless of the source, a relatively consistent process shall be followed, differing only by whether the new group is clinical or not.

Starting a New Clinical Department

The Memorandum of Understanding between VTCSOM and Carilion Clinic identifies Carilion as the primary clinical teaching institution for VTCSOM. It is expected that the clinical chairs are shared between the two institutions. Hence, any new clinical department must fit into the structures of both VTCSOM and Carilion Clinic.

Any group of physicians wishing to develop a new clinical VTCSOM department shall start their discussions with either the chair of the existing department under which faculty appointments currently reside, the Chief Medical Officer of Carilion Clinic, or the Dean of VTCSOM. Reflecting the content of the Memorandum of Understanding, any new clinical department at VTCSOM is unlikely to be developed in isolation from similar development at Carilion Clinic.

It is recognized that, while a department in VTCSOM exists primarily for education, academic activity, and service, there are likely to be other issues (e.g., clinical access, financial) that are of considerable relevance and importance to any of the three entities (the existing department, Carilion Clinic, VTCSOM) in determining whether a new department is warranted. It is also recognized that more than one department may be involved as individuals, a division or a section of one department may wish to join individuals, a division or a section of another department to form a new clinical department.

The group wishing to develop a new clinical department shall name a leader or spokesperson. This leader shall be present for the negotiations involving the development of the new clinical department. While the leader may become the chair of a new department, the eventual choice of chair would follow processes already present at VTCSOM and Carilion Clinic.

The initial process involves gaining agreement of the chair(s) of the existing department(s), the Chief Medical Officer of Carilion Clinic, and the Dean of VTCSOM for development of a new department. If any of these persons does not endorse development of a new department, the process goes no further and the status quo persists. Endorsement by all individuals is necessary even though there may be agreement that certain missions of a new department are desirable (e.g., education, teaching) within the medical school.

Once agreement by the chair(s) of the existing department(s), the Chief Medical Officer of Carilion Clinic, and the Dean of VTCSOM is accomplished, the leader would present the plan for a new department to the Medical Curriculum Committee. Discussion within the MCC would revolve around expected contributions to the VTCSOM curriculum and the ability of the proposed department to deliver appropriate curriculum. Once an understanding is reached, the leader would meet with the Faculty Governance Committee to ensure that the new department fits into the structure of VTCSOM governance and responsibilities. Both the MCC and Faculty Governance Committees should indicate their agreement with a new department in a letter to the Dean.

The leader of the proposed department then meets with the existing VTCSOM department chairs (clinical and non-clinical) to present plans for the new department. It is likely the discussion would include teaching, research, education, service, and financial topics. Following all necessary discussions, a majority of the existing VTCSOM department chairs would need to support inclusion of a new department into the VTCSOM structure. A letter indicating agreement with a new department should be sent to the Dean.

The leader of the proposed department would then present the above endorsements to the Dean of VTCSOM. Assuming the Dean still supports the new department, the Dean makes a recommendation to the VT Board of Visitors. The Board has final ratification of the process.

Starting a New non-Clinical Department

Any group of researchers, healthcare professionals, or medically-related academics wishing to develop a new non-clinical VTCSOM department shall start their discussions with either the Chair of the Department of Basic Science Education or the Chair of the Department of Interprofessionalism if the members of the proposed department will be coming from either department. Discussions will be held with the Dean of VTCSOM. If the proposed new department is primarily research-oriented, discussions with the Director of VTCRI shall also be held. If the proposed new department is primarily healthcare-oriented, discussions with the President of Jefferson College of Health Sciences shall also be held.

It is recognized that, while a department in VTCSOM exists primarily for education, academic activity, and service, there are likely to be other issues for a new department (e.g., research facilities, office space, finances) that are of considerable relevance and importance to the existing department, VTCRI, or JCHS.

The group wishing to develop a new non-clinical department shall name a leader or spokesperson. This leader shall be present for the negotiations involving the development of the new department. While the leader may become the chair of a new department, the eventual choice of chair would follow processes already present at VTCSOM, VTCRI, or JCHS.

The initial process involves gaining agreement of the chair(s) of the existing department(s), either or both of the Director of VTCRI or President of JCHS, and the Dean of VTCSOM for development of a new department. If any of these persons does not endorse development of a new department, the process goes no further and the status quo persists. Endorsement by all individuals is necessary even though there may be agreement that certain missions of a new department are desirable (e.g., education, teaching) within the medical

school.

Once agreement by the chair(s) of the existing department(s), either or both of the Director of VTCRI or President of JCHS, and the Dean of VTCSOM is accomplished, the leader would present the plan for a new department to the Medical Curriculum Committee. Discussion within the MCC would revolve around expected contributions to the VTCSOM curriculum and the ability of the proposed department to deliver appropriate curriculum. Once an understanding is reached, the leader would meet with the Faculty Governance Committee to ensure that the new department fits into the structure of VTCSOM governance and responsibilities. Both the MCC and Faculty Governance Committees should indicate their agreement with a new department in a letter to the Dean.

The leader of the proposed department then meets with the existing VTCSOM department chairs (clinical and non-clinical) to present plans for the new department. It is likely the discussion would include teaching, research, education, service, and financial topics. Following all necessary discussions, a majority of the existing VTCSOM department chairs would need to support inclusion of a new department into the VTCSOM structure. A letter indicating agreement with a new department should be sent to the Dean.

The leader of the proposed department would then present the above endorsements to the Dean of VTCSOM. Assuming the Dean still supports the new department, the Dean makes a recommendation to the VT Board of Visitors. The Board has final ratification of the process.

Changing a Department Name

Circumstances may develop in which a department wishes to change its name to better reflect clinical, research, or educational activities. It is assumed this applies to a name change of a current department (a new department would follow the process outlined above and in Appendix D). The chair of the department has the responsibility to champion the name change. If the department is a basic science or research department, the chair should seek agreement in the name change from the Director of VTCRI and the Dean of VTCSOM. If the department is Interprofessionalism, the chair should seek agreement in the name change from the President of JCHS and the Dean of VTCSOM. If the department is a clinical department, the chair should seek agreement from the Chief Medical Officer of Carilion Clinic and the Dean of VTCSOM. In any case, all proposals for a department name change needs agreement by the Dean of VTCSOM.

The chair shall present the proposed name change to the Medical Curriculum Committee to assure the proposed name is not inconsistent with the educational responsibilities of the department. Upon approval by the MCC, the proposed name change is presented to the Faculty Governance Committee. Upon approval by the Faculty Governance Committee, the proposed name change is presented to the Academic Committee. Upon approval of the Academic Committee, and assuming the Dean still supports it, the proposed name change is presented to the VT Board of Visitors. The Board has final ratification of a department name change.

APPENDIX E – GUIDELINES FOR APPOINTMENT REVIEW FOR POTENTIAL RECRUITS

Guidelines

Review for Potential Track, Rank, and Tenure for Faculty Being Recruited to VTCSOM and Carilion Clinic

On occasion, individuals being recruited to VTCSOM, Carilion Medical Center or the region may have an expectation or desire for a faculty appointment with VTCSOM in a particular track and at a certain rank with(out) tenure to title. In most cases, the judgment of the Department Chair is typically applied and agreement reached between Chair and faculty applicant. However, there may be circumstances in which such an expectation may become a negotiating issue between the individual and the Chair. Should this issue arise and if the Chair approaches the Appointment, Promotion and Tenure (APT) Committee for guidance, the following principles and process shall apply.

Principles

The Department Chair and faculty applicant should understand that any track, rank, and tenure to title assessment by the Chair and / or the APT Committee is an unofficial “sense of the group” and cannot be interpreted as a guarantee. This “sense of the group” would be expected to carry levels of assurance depending on whether the response comes from the Associate Dean for Faculty Affairs, the Chair of the APT Committee, or from the entire APT Committee in a meeting which is scheduled or specially convened.

The Department Chair and faculty applicant should further understand that, in most cases, the “sense of the group” would likely come from a review of the *curriculum vitae* alone and not from a review of an entire academic portfolio and letters of support.

The Department Chair and faculty applicant should appreciate that any assessment of track, rank, and tenure to title would reflect the standards and practice of VTCSOM and may not be the same track, rank, and tenure of the faculty applicant’s current position. This would be especially true if the faculty applicant is being recruited from a non-academic setting (e.g., private practice, industry).

The Department Chair and faculty applicant should recognize that, while a request for “promotion” from one rank at the current academic institution to a higher rank at VTCSOM may be endorsed, such a request is approached with great deliberation. A request that tenure to title be granted is subject to even more reflective deliberation. For example, an applicant who is currently a full Professor with tenure at a medical school or research university/institute would be more likely to be considered positively than an applicant requesting “promotion” from Assistant Professor to Associate Professor with tenure to title. Although the latter promotion occurs on the tenure to title track for faculty already on the faculty at VTCSOM, the CV of an applicant would have to be extraordinarily strong to warrant such an endorsement, especially in the recruitment phase.

Process

If there is particular urgency related to recruitment, the Department Chair can seek

guidance from either (or both) the Associate Dean for Faculty Affairs and/or the Chair of the APT Committee. The Department Chair should recognize that any advice from either or both of these individuals would not carry the assurance of the entire committee. Nonetheless, since there are occasions when a timely response is sought, the Chair may wish to use this option.

In less urgent situations, the desired process may first be to direct the applicant's CV (possibly with three letters of reference and all / part of the academic portfolio), along with the recommendation of the Department Chair, to the Departmental Appointment, Promotion, Retention and Tenure (APRT) Committee. It is recognized that the Departmental APRT Committee, as well as the APT Committee, are being asked to give a "sense of the group," whether or not lacking supporting materials, such as the academic portfolio and supporting letters. Regardless, the Departmental APRT Committee is asked whether or not the content of the applicant's CV warrants support of the Chair's recommendation. The Departmental APRT Committee would be expected to propose an alternative and appropriate track, rank, and tenure to title to the Chair if they, the Departmental APRT Committee, disagree with the Chair's recommendation.

If the opinion of Departmental APRT Committee and Department Chair is that the applicant merits a rank of Associate Professor or Professor, that opinion should be communicated to the Chair of the APT Committee and/or the Associate Dean for Faculty Affairs. (A rank of Assistant Professor, regardless of track, may go directly to the Dean for an opinion.) Discussion of the possible track, rank, and tenure to title status might occur at the next scheduled meeting of the APT Committee. However, if there is urgency to the recruitment, the Department Chair may ask that a special meeting of the APT Committee be convened. A majority of members of the APT Committee (i.e., at least four [4] of the seven [7] members) is necessary to conduct such a specially convened meeting.

Recognizing that material, such as academic portfolio and letters of support, usually considered in promotion or tenure to title decisions would not be available, the APT Committee still should make an effort to develop a "sense of the group." In this setting, consideration of tenure to title is often more challenging than a rank or even promotion in rank. The applicant and Department Chair should appreciate that an important consideration for granting tenure to title in this setting is evidence of commitment to VTCSOM. For the purposes of this "sense of the group," evidence of commitment is enhanced by actions such as a major commitment to teaching in the VTCSOM curriculum or movement of grants and support personnel to the region.

Any consensus will be relayed to the Department Chair; it is not necessary for this consensus to go to the Dean, as it is likely the Dean would take such a consensus under advisement as part of a recruitment effort.

The above considerations notwithstanding, should the Department Chair wish to be able to make a stronger commitment to an applicant, a more formal assessment of the applicant and his/her credentials will be needed. Therefore, the above outlined sequence for less urgent situations should occur, with APRT Committee and then APT Committee assessment of the applicant's CV, at least three letters of reference (as defined in the Faculty Bylaws by the academic rank being considered), and the academic portfolio. Such a sequence of assessment may result in a commitment by the VTCSOM APT Committee, such as "If the applicant is hired

by Carilion Clinic, an endorsement by the VTCSOM APT Committee would be forthcoming for a VTCSOM faculty appointment at the level of Associate Professor/Professor in the non-tenure/tenure to title track with/without tenure to title". Such an endorsement would be communicated to the Department Chair, thereby allowing him/her to make a more firm commitment of faculty appointment to a faculty applicant. A discussion between the Dean of the VTCSOM and the Department Chair would be expected to occur before such a commitment was made to the faculty applicant in writing by the Chair.

In any of the above circumstances, all involved parties – the faculty applicant, the Department Chair, the Departmental APRT Committee and the APT Committee – shall recognize that a formalized repetition of this process will occur as part of the routine appointment process, should the recruitment be successful and the faculty applicant officially apply for a VTCSOM faculty appointment. In this process, as detailed in the Faculty Bylaws, the recommendation of the APT Committee would then be forwarded to the Dean who, if in agreement, will forward the endorsement to the VT Board of Visitors for ratification.

APPENDIX F – APPOINTMENT PROCESS FOR INTERNATIONAL PHYSICIAN

Appointment, Promotion and Tenure Committee, VTCSOM: Process for Licensure and Appointment of International Physicians with Special Knowledge and Skills

Background:

The Board of Medicine for the Commonwealth of Virginia has a regulation that permits limited licensure for some international physicians seeking a medical practice role in a teaching setting within Virginia. This process is not designed to obviate the usual process of gaining a medical license for international physicians (which typically involves obtaining ECFMG certification, passing USMLE or equivalent, and completing US-based residency and/or fellowship training). The limited license is designed for international physicians with special knowledge or skills to practice in medical education settings (specifically, at a medical school). The limited license only allows the practice of medicine by the international physician at programs of and affiliated with a Virginia medical school.

To qualify for this limited license, the applicant must gain the recommendation of the dean of a medical school and must have a proposed job description that involves the practice of medicine where medical students, interns or residents rotate in a setting linked to the medical school. The limited license must be renewed annually. There is a provision which allows a waiver of the usual requirements for licensure by the Board of Medicine in order that a full (usually unrestricted) license could be granted after 5 continuous years of limited licensure.

The relevant regulation is found at General Regulations 18 VAC 85-20-210.

The process at VTCSOM and Carilion Clinic would involve the VTCSOM Appointment, Promotion and Tenure (APT) Committee at least twice – at the beginning of the process and at its conclusion when an academic appointment is considered and recommended to the Dean.

Process:

1. An exceptional international physician with special knowledge or skills is identified and proposed to the Dean, usually by a Department Chair or Division head. This individual would be someone who has spent the bulk of his/her career, both in training and practice, outside of the USA. An interested faculty member at VTCSOM, familiar with this individual, would recognize that the international physician has special knowledge or skills to share with trainees and is often the one to bring the individual to the attention of a Department Chair.
 - a. In most circumstances the proposed international physician would have limited if any training in the US. This prevents the possibility that the international physician is merely seeking an alternative path to US licensure (that typically involves ECFMG certification, USMLE testing, and US-based residency and fellowship training – all of which is required for usual licensure in the US).
 - b. It is also assumed that the international physician practices in an educational setting such as a university or medical school in the country of his/her current residence.

2. After assessing the training, knowledge and skills of the international physician, the Chair (or Division head) should acknowledge that the individual would bring exceptional value to the education of medical students, residents and/or fellows at VTCSOM or affiliated institutions. This being the case, the Chair would endorse the international physician by a recommendation letter to the VTCSOM APT committee.
 - a. In addition to confirming that this person possesses special knowledge and skills, the Chair should be able to demonstrate that the knowledge and special skills are of educational value to medical students, residents and/or fellows at VTCSOM or affiliated institutions.
3. The Chair should present the international physician's credentials to the APT committee.
4. Upon receipt of the credentials, the APT committee will determine:
 - a. That the international physician, in keeping with regulation of the Board of Medicine, has "professorial rank" fulfilling requirements specified by the Code of the Commonwealth of Virginia.
 - b. That the knowledge and special skills would be utilized and appreciated in training programs involving medical students, residents and/or fellows associated with VTCSOM.
 - c. That the international physician has evidenced training, licensure, and medical practice in his/her current country of residence and had not completed medical school, residency, or fellowship training in the USA.
 - d. That the international physician either has an ECFMG certificate or would be eligible for a waiver from the ECFMG Credentials Committee by demonstrating medical competency and English proficiency.
 - e. That the international physician either is or had recently been a faculty member of a medical school in his/her country of current residence, or has credentials worthy of a faculty position in that country.
 - f. That the credentials of the international physician are acceptable for appointment at least as an Associate Professor or Professor (regular faculty or adjunct faculty) at VTCSOM.
5. At the completion of deliberations, the APT committee should be able to recommend to the Dean that application be made to the Board of Medicine of the Commonwealth of Virginia for a limited license to practice medicine under Regulation 18 VAC 85-20-210.
6. Accordingly, the international physician would complete the application materials for a limited license and submit, along with the Dean's letter, all materials to the Board of Medicine.
 - a. According to Board of Medicine regulation, such application materials would include (but may not be limited to) medical degree and/or transcript, evidence of medical licensure in the home country, ECFMG certification, and CV or resume with evidence of special skills. Also expected would be an indication that the international physician would be employable by an entity with affiliation with VTCSOM (preferably Carilion Clinic).
7. Upon favorable action by the Board of Medicine and receipt of the limited license, the Department Chair should assure that the international physician applies for appropriate

credentials and privileges from relevant hospital(s), physician groups, etc. to practice medicine in conjunction with teaching duties in VTCSOM.

- a. Parenthetically, the relevant Department also would likely pursue credentialing with insurance companies, Medicare, Medicaid and other insurers so that any medical practice could be reimbursed.
8. Once licensure (from the Board of Medicine), and credentials and privileges to practice medicine (from the clinical entities) are completed, a formal request from the department Chair that the international physician be considered for faculty appointment should be submitted to the VTCSOM APT Committee. The Chair should include in the formal nomination a proposed faculty track and rank.
 - a. It should be noted that the materials initially presented to the APT Committee in preparation for application of limited licensure should have included a Curriculum Vitae, a medical school transcript, and either ECFMG certification or waiver of certification.
9. The APT Committee will consider the above recommendation for faculty appointment from the Department Chair and recommend to the Dean an appropriate faculty track and rank for appointment.
 - a. In most cases, the APT Committee would be considering the appointment as a regular faculty on either tenure to title or non-tenure track. In some limited circumstances, such as a predetermined short teaching assignment at VTCSOM, appointment to an adjunct position may be appropriate.
10. Upon preliminary agreement on appointment by the Dean, other requirements of appointment such as SCHEV data sheet and faculty orientation must be completed.
11. After final appointment by the Dean, the international physician may then assume professional responsibilities of practicing medicine and teaching medical students, residents and fellows at VTCSOM and affiliated institutions.
12. The language of the Virginia Code authorizing a limited license implies the international physician would be at VTCSOM for a limited time, hence the one year limit to the license and the requirement it be reapplied yearly for up to 5 years. However, even though the limited license would have to be reapplied yearly, the appointment process does not have a similar limitation. The physician would be eligible for routine Maintenance of Appointment at 3 years but would not have to undergo MOA yearly along with licensure.

APPENDIX G – LEARNING ENVIRONMENT ADVOCACY COMMITTEE

LEARNING ENVIRONMENT ADVOCACY COMMITTEE (A Dean’s committee to enhance the learning environment and address issues of student mistreatment)

The Virginia Tech Carilion School of Medicine (VTC SOM) strives to achieve a respectful, cooperative and professional learning environment for our students, faculty and staff in the SOM and in all educational and clinical sites. The learning environment must be conducive for a student to be able to fully engage in learning, free from student mistreatment, coercion, undue influence, and other unacceptable behaviors that negatively influence the ability for the student to perform their best. Behaviors that constitute mistreatment and other undue negative influence are unacceptable and allegations and complaints of mistreatment will be addressed immediately. Allegations will be fully investigated and if the allegations are found to be true, appropriate disciplinary action will be taken to address the unacceptable behavior.

Equally important is for VTC SOM to promote a professional learning environment and to identify the positive factors leading to a healthy learning environment and to share those factors with others in order to promote the best environment for our students, faculty, residents and staff. Efforts to encourage a healthy learning environment and to prevent mistreatment include required medical student, resident and faculty sessions on mistreatment. These efforts include: exploring scenarios that could be mistreatment and teaching students how to respond; discussion about the learning environment at VTC SOM new student orientation as well as orientation at the beginning of the clinical years; administering regularly scheduled surveys of students, residents and faculty assessing the learning environment; visits to department meetings; resident orientation to discuss the professional treatment of students, and invitation of guests to speak at committee meetings.

Mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, gender, age or sexual orientation. Examples of mistreatment include but are not limited to the following:

1. Threatening and abusive language, profanity or language that can be perceived as rude, threatening, demeaning, sarcastic, loud or offensive
2. Belittling or humiliation
3. Intentional neglect or being left out of the communications
4. Offensive sexist remarks or names
5. Racist or ethically offensive remarks or names
6. Requiring personal services be performed (i.e. babysitting, shopping, personal errands)
7. Threatening with physical harm (e.g. hit, slapped, kicked)

To achieve a healthy learning environment, VTCSOM has established the VTCSOM Learning Environment Advocacy Committee (LEAC). The committee is charged with promoting a learning environment that best supports our students in every education setting. This process involves addressing complaints of mistreatment of students by others, reports of unprofessional behavior, as well as other factors that influence the learning environment. In addition, the committee works with students, faculty, residents and staff to raise awareness about mistreatment and work to influence the positive aspects of the learning environment.

Committee Members

The committee membership includes broad representation from VTCSOM students, faculty, and staff; Carilion Clinic residents, nursing, other health professions and administration. The committee includes:

- one student from the M1 class, two students from each of the M2, M3 and M4 classes for a total of seven students. The students are peer nominated and elected each year and appointed by the Dean. The term of office for student members is one year and students may serve more than one term but go through the nomination and selection process yearly.
- five faculty members (one will serve as the chair); these are appointed by the Dean and may serve indefinitely
- three (3) residents, selected by Program Directors and appointed by the Dean. They are re-selected yearly and appointed by the Dean.
- one VTCSOM staff representative, selected by the Staff Engagement Committee and appointed by the Dean; may be re-selected indefinitely
- one representative from Carilion Clinic nursing and one representative from Carilion Clinic administration, each appointed by the Dean and may serve indefinitely
- Six (6) members of the Deans Office including: Vice Dean; Senior Dean for Academic Affairs; Associate Dean for Faculty Affairs; Associate Dean for Student Affairs; Assistant Dean for Clinical Science 3 & 4; Chief Diversity Officer. These are ex officio but vote.

Procedures

Reports of mistreatment and unprofessional behavior can be made by students, residents, faculty and staff to the committee directly, in person, through the Beacon anonymous email located on the VTCSOM website, or by phone to any member of the committee. In addition to the previously mentioned methods of reporting, students may report concerns using the Blackboard anonymous site and the ombudsman. In the M1 and M2 years students can report mistreatment or unprofessional behavior on the end of block

evaluations via One 45, and in the M3 and M4 years students may report mistreatment or unprofessional behavior on the Student Evaluation of the Clerkship form or the Student Evaluation of the Attending, Resident or Other Health Professional form on the One45 system.

The decision to take an action on a report is made by the chair of the committee in consultation with the associate dean for student affairs, and the senior dean or designee who may decide the timing of the discussion of a report at a committee meeting or to determine if the complaint falls within the preview of the committee.

If the allegation of mistreatment is by a VTCSOM faculty member, the allegation should be identifiable under the Standards of Ethical and professional Conduct Policy and the Teacher Learner Compact. If the faculty allegation is received by LEAC it will be initially investigated and if found to be substantiated will be referred to the appropriate authority and handled by the process detailed in the Faculty Bylaws. Report of the findings and action taken must be reported back to the LEAC and is reviewed by the Dean.

Process

Reports shall be brought to the full committee in a timely fashion for discussion or review even if action has already been taken. After review the committee will decide if further action is necessary. Other action which may occur includes but is not limited to the following:

- Serving as a sounding board for students uncertain of the seriousness of a complaint
- Providing advice to a student should a similar situation occur again
- Offering discussion with the faculty, program director, DIO, GME trainees or staff who have engaged in mistreatment or inappropriate behavior with request for follow-up.
- Maintaining a record to monitor if there are repeat offenders.

Confidentiality and Required Reporting by VTCSOM LEAC

Reports of mistreatment or unacceptable behavior are handled confidentially to the extent possible given the committee's obligation to investigate complaints. In most cases the committee will take no action without the expressed consent of the student except in situations where there may be a violation of law. In some cases, the action related to an event may be delayed until a student has completed and received a grade on a block, clerkship or elective. In-person reports may be made by the student to any member of the committee or to the committee as a whole. A student reporting mistreatment may request that he/she not be identified and the committee will agree to that request except in cases that the committee would be legally required to report (e.g., sexual misconduct). In most cases the committee will request the medical student's agreement on how the complaint is handled.

All reports are maintained confidentially, including the documentation pertaining to actions taken and outcomes. A summary report from the committee is presented quarterly to the Dean and biannually to the MCC.

The Virginia Tech Carilion School of Medicine LEAC encourages students, faculty, residents and staff to promote a positive learning environment by adhering to the MODEL principle:

M	Model professional behavior
O	Offer feedback
D	Delineate expectations
E	Evaluate fairly
L	Prioritize Learning

The Virginia Tech Carilion School of Medicine LEAC has developed the following rubric to help students and faculty better communicate about inappropriate behaviors.

		Not Mistreatment	Mistreatment
M	Malicious Intent	On the first day of third year, the ward clerk says to the student, "I can tell you guys are newbies," then offers to help the students find a computer station.	Resident purposely gives student misinformation before rounds. Student overhears resident laughing about messing him over.
I	Intimidation on Purpose	Student working with the chairman of surgery says he feels nervous about operating with him since the chairman can "make or break" his career.	Resident tells a student that they intend to make them cry before the rotation is over.
S	Sexual harassment	Male student asked not to go into a room because a female patient only wants a female to examine her.	Student subjected to offensive sexist remarks or names.
T	Threatening verbal or physical behavior	A student is yelled at to "get out of the way" by a nurse as a patient is about to be shocked during resuscitation.	An attending grabs the student's finger with a clamp OR tells them they are an "idiot" after they could not answer a question.
R	Racism or excessive discrimination	Attending gives student feedback on how to improve performance.	Student subjected to racist or ethnically offensive remarks or names.
E	Excessive or unrealistic expectations	Student is asked by an attending to review an article and present it on rounds to the team.	A resident tells a student that it is their job to perform rectal exams (necessary or not) on all the patients admitted to the service.
A	Abusive favors	A student is asked to make or get coffee for themselves and for the team prior to rounds since the resident did it yesterday. The supplies are in the team meeting room.	A student is asked to pick up an attending's dry cleaning.
T	Trading for grades	A resident tells a student that they can review and present a topic to the team as a way to enhance their grade.	A student is told that if they help a resident move that they will get honors.

APPENDIX H – SOCIAL MEDIA GUIDELINES AND BEST PRACTICES

Social Media Guidelines and Best Practices

Introduction

The popularity of social media has grown rapidly in recent years. Among the new generation of physicians, faculty members, and medical professionals there is widespread use of media sharing sites and forums such as Facebook, Twitter, LinkedIn, Pinterest, YouTube for videos, Instagram for photos, blogs and internet forums. These online forums and social media platforms offer unique opportunities to exchange ideas, network with others, and build relationships with peers and communities. As professionals with unique social contracts and obligation, medical professionals and faculty members must be aware of the public nature of social media forums and the permanent nature of interaction therein. Virginia Tech Carilion School of Medicine (VTC SOM) supports all faculty members who wish to engage in the use of social media and it recognizes that access to social media can result in many advantages, but it also creates new responsibilities of which physicians and faculty members should be aware. VTC SOM has developed social media guidelines and best practices to help faculty members manage their online reputations while supporting the guiding principles of the medical profession and the School's mission. These social media tools are adopted from Virginia Tech, Carilion, AAMC, and AMA's social media guidelines and policies, including a number of nationally top-ranked medical schools, and have been customized to fit VTC SOM and its mission.

Guidelines and Best Practices

VTC SOM recognizes the importance of social media tools when used effectively to foster personal growth as well as institutional development. The following guidelines and best practices offer VTC SOM's faculty members strategies and tactics for navigating social media sites safely, professionally and responsibly. Those faculty members engaging in online interactions are held to the same standards of accountability as those who interact offline, and are expected to maintain the respect, dignity, and professionalism that is consistent with VTC SOM's mission. Therefore, the guidelines and best practices are developed to reflect and support the policies and standards of conduct stated in the faculty Bylaws.

Applicable Policies:

These policies include, but are not limited to: Social Media and Access to Official VTC Photos (Student Bylaws), Standards of Ethical and Professional Conduct Policy (SEPCP), Computer Use and Electronic Communication (Student Bylaws), Teacher-Learner Compact, HIPAA, FERPA.

Key Points:

- Social media can blur the boundary between an individual's public and professional lives. VTC SOM faculty members should be conscious of their online image and how it may impact their professional standing and that of VTC SOM.
- Faculty members should use privacy settings to safeguard personal information

while using social media. However, be aware that privacy settings are not absolute and the content will likely remain on internet permanently.

- Defamation law can apply to any comments posted on the internet made in either personal or professional capacity.
- VTCSOM faculty members who post online should develop a sense of integrity which demands maintaining standards of personal and professional behavior of the highest order.

All VTCSOM faculty members who participate in social media should follow these Best Practices:

1. Be Yourself and Take Responsibility

You are responsible for the content posted on social media sites or personal blogs. Be mindful how others may perceive or be affected by postings. Inappropriate, threatening, harassing or false postings may be harmful to others. They may tarnish your reputation and undermine institution's commitment to its community and students. Identifying yourself can provide authenticity and add value to your online contributions. Honesty, responsibility, transparency, mutual respect and quality of discourse contribute in building a rapport in the community.

2. Think Before You Post

The improper use of social networking sites or blogs can have legal ramifications. Comments that portray you, a colleague, or an organization in an unprofessional manner may be used in court as evidence of a variety of claims, including libel, slander, defamation of character, negligence, etc. Remember that there is no such thing as a "private" social media site. The archival systems save information even after it has been deleted, and comments or posts can be copied and forwarded to others. Take great care and be thoughtful before placing your identifiable comments in a public domain. We suggest using this checklist before posting on social media forums:

- Does my content break any VTCSOM policies or laws, including trademark, fair use, and disclosure laws?
- Would this content embarrass me or my organization/department/program?
- Could my content be harmful to others?
- Is it unethical to share this content?

If you answered "yes" to any of these questions then you should reconsider the post or comment you were planning on sharing.

3. Use a Disclaimer

You may identify yourself as a VTCSOM faculty member, however, please be clear that you are sharing your views as a member of the School's community, and not as a representative of VTCSOM. Keep in mind that you could always be perceived as a spokesperson for the School even if you are not officially. An appropriate and common practice among individuals who write about the organization or a group their affiliated with is to include a disclaimer on their site or blog, such as, "The views expressed on this [blog, Web site, Facebook page] are mine alone and do not necessarily reflect the views of VTCSOM or its affiliates."

4. **Protect Your Privacy**
Make sure you understand how privacy policies and security settings work on each of the websites or media sharing sites you are using, and how those settings may jeopardize the content that you post. Using common sense and self-monitoring are the best way in ensuring that the content you post will be exposed in the intended fashion.
5. **Protect Patient Privacy**
Using sound ethical judgment and following federal policies, such as HIPPA and FERPA, is essential when communicating in a public realm. Disclosing potentially identifiable information on social media sites about patients without written permission is strictly prohibited. This information includes videos, photographs, and a timeline and/or location of medical procedures. These rules also apply to deceased patients.
6. **Protect Proprietary Information**
It is prohibited to share any proprietary or confidential information that may potentially compromise VTCSOM's security or business practices. This also applies to the unauthorized sharing of information in violation of any laws and regulations.
7. **Monitor Comments**
Most people who maintain social media sites or blogs welcome comments that build credibility and community. However, it is important to monitor and review comments that may be posted on your site or page. We advise that you review comments and posts in a timely fashion to eliminate any derogatory, inflammatory, or malicious comments. Closely monitoring and managing comments on your site allows individuals to interact in a safe environment that promotes healthy discussions and appropriate social media etiquette. If you have or are planning to have a social media site or a blog, it is recommended to include your own code of ethics and professional standards to address any unwarranted behavior.
8. **Use Good Judgment When Connecting Online**
Faculty members should exercise caution and use good judgment when making connections with alumni, students, or their family members via social media. Such actions can impact professional relationships and raise concerns in regard to conflict of interest, unequal treatment, discrimination, or similar.
9. **Respect Copyright and Fair Use Laws**
It is critical that you show proper respect for the laws governing copyright and fair use of copyrighted materials own by others. Any use of VTCSOM marks, such as logos and graphics, must comply with the VTCSOM's Trademark Licensing Policies and must be approved by the VTC Department of Marketing and Communications.
10. **Seek Expert Guidance**
If you have any questions about the appropriateness of materials you are planning to publish, or if you require assistance and clarification on whether specific information can be seen publicly, contact VTC Department of Marketing and Communication for consultation. If you are contacted by a member of media about an online posting or information of any kind related to VTCSOM, please refer him/her to the VTC Department of Marketing and Communication.

Frequently Asked Questions and Case Examples

The following fictional case examples of social media and blogging activities provide explanation and guidance for appropriate use as per VTCSOM social media guidelines.

1. A patient comments on a VTCSOM physician's blog or site and discloses protected health information. The patient expects the physician to engage or continue the discussion. Any health-related communication via email requires a written consent. Similarly, communication via social media should not directly address any health concerns of individual patients. (Best Practice 5)
2. A student attempts to "friend" a faculty member on Facebook. Faculty members are urged to use extreme caution in connecting with students on social media. While there might be legitimate reasons for these connections, be mindful of the power dynamic involved in making "friend" requests. Leave that to the student(s) to initiate. (Best Practice 8)
3. You have an active blog and a "private" Facebook site which you update frequently. After one long and stressful week at work you decide to write about its specifics on those forums. While VTCSOM highly encourages feedback, it also places emphasis on high standard of professionalism when doing so. Be aware that there more appropriate venues in place if you want to discuss work-related issues or concerns. Disclosure of personal and/or sensitive information about one's colleagues or place of employment on social media site, no matter how well-protected, is highly discouraged. (Best Practice 1,2,3,4,6)
4. You and your internal medicine colleagues at VTCSOM decide to create a social media interest page related to your medical field. What should you be mindful of before creating such page? VTCSOM prides itself on values which reflect professional competence, responsibility, integrity, and respect for all. It is important to remember that anyone who acknowledges their affiliation with VTCSOM in their personal and professional online profiles represents the university brand. Posts on social media should protect institutional voice by remaining professional in tone and content. Creating a disclaimer and code of conduct, monitoring comments and tags, as well as emphasizing standards of social media etiquette on your site are a few ways of providing the structure for a safe and healthy online environment. Refer to Best Practices 7, 9, and 10 for additional guidance.

The following institutions and their social media guidelines were used as sources in creating VTCSOM's social media guidelines and best practices:

- Virginia Tech Social Media Guidelines for Department Use:
<http://www.unirel.vt.edu/web/social-networks/guidelines-main.html>
- Carilion Social Media Guide (employee log-in required): <http://insidecarilion.org/social-media-guide>
- AAMC. Digital Literacy for Educations and Learners Toolkit:

<https://www.aamc.org/members/gir/resources/359492/digitalliteracytoolkit.html>

- AMA. Professionalism in the Use of Social Media:
<http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/opinion9124.page>

APPENDIX I – TITLE IX SEXUAL DISCRIMINATION AND HARASSMENT

Each academic institution must ensure compliance with Title IX, coordinate efforts to effectively and efficiently respond to complaints of sex discrimination, including complaints of sexual harassment, and assess the institution’s culture to ensure that every VTCSOM student has equal access to education and educational activities.

To make a Title IX complaint:

Title IX Coordinator
TitleIXCoordinator@carilionclinic.org

Title IX Investigator
TitleIXInvestigator@carilionclinic.org

U.S. Department of Education
Office of Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Title IX requires that when a student files a Title IX complaint, or when a responsible employee learns of a possible sexual discrimination/harassment, the institution must immediately investigate and, if sexual discrimination, sexual harassment and/or sexual violence are found: take appropriate steps to end the harassment; eliminate the harassment; prevent the harassment from recurring; and address its effects. The school’s inquiry in all cases will be prompt, thorough and impartial, concluding the investigation and disciplinary hearing within 60 days.

Title IX prohibits retaliation, and school officials will take steps to prevent retaliation as well as strong responsive action if it occurs. Additional information: [Jeanne Clery Act Report for Virginia Tech Carilion School of Medicine](#).

Further information may also be found in the VTCSOM policy entitled Sexual Misconduct and Interpersonal Violence Policy, last revised May 30, 2017 and found online here:

http://static.vtc.vt.edu/media/documents/Sexual_Misconduct_and_Interpersonal_Violence_Policy_itXhFPg.pdf