

Promotions and Tenure Committee
Subcommittee to define the criteria for awarding tenure

What is tenure at Wake Forest School of Medicine? (From Appointment, Promotion and Tenure Policy Document)

Tenure represents an extended commitment to a faculty member by the institution that provides the faculty member the right to participate fully in the activities of the institution and protects academic freedom. Tenured faculty members are expected to participate in the academic missions the School of Medicine at the highest levels of importance and engagement. The association between tenure and faculty compensation will be described in the Policy on Faculty Compensation.

What are the relevant considerations for tenure?

The major criterion for the awarding of tenure is discipline-specific national or international recognition of research or educational scholarly achievements and/or leadership. Tenure is granted to acknowledge outstanding achievement of a faculty member in research and/or education, and recognizes past scholarly accomplishments that reflect an expectation of continued excellence and funding in the academic mission of the School of Medicine.

The Promotions and Tenure Committee will evaluate individuals for the award of tenure as described below. Tenure is awarded to the individual, and as such the P&T Committee will evaluate each individual's application and consider the candidate's unique situations. For evaluation of faculty members being considered for awarding of tenure at time of initial appointment, performance at previous institutions and expectations of future performance at WFSM are both important. Whereas there is no checklist of criteria for awarding tenure, the following list of considerations are applicable to a review of scholarship.

Research Scholarship

The individual should demonstrate a history of sustained scholarship and there should be little doubt of continued excellence.

The individual should demonstrate:

1. Originality

Originality in research may be best demonstrated through a record of investigator-initiated research.

2. Independence and collaborative interactions

The individual has demonstrated the ability to direct independent research, and when engaged in collaborative work, the contribution is significant in the design, conduct, analysis, and dissemination of the results of the research.

3. Recognition by scientific peers

Demonstration of recognition by peers includes:

- Sustained history of peer reviewed publications in respected journals of interest to the scientific community as a whole and/or in journals of the

highest caliber in the individual's discipline. Publication quality can be indicated by journal impact factor, number of citations, and/or letters on candidate's behalf.

As a guide, the P&T committee will consider the number of publications that the candidate has in light of those from candidates of the previous five years. Because there are no specific "number of publications" data available for award of tenure at WFSM; the P&T committee will initially use "number of publications" history for promotion to Associate Professor or Professor from faculty members that have been promoted on the Basic Science and Clinical Research tracks. These data are also made available to all candidates for promotion and tenure.

- A sustained history of extramural funding that can be demonstrated by consistent funding history and current funding status. In the case where candidates for tenure are not PI, but serve as a co-investigator on a grant, letters on the candidate's behalf, as well as their personal statement, can help convey the candidate's critical role on the project.
 - Invited participation in major scientific meetings; invited authorship of books, monographs, book chapters and critical reviews; the receipt of honors for scientific achievements; invited service to the scientific community on a national level including participation on study sections, editorial boards, journal reviews, abstract reviews, program committees, and other professional service.
 - Letters from established scholars in the faculty member's field evaluating the specific contribution of the individual, the importance of her/his contributions, and an assessment of the investigator's stature within the scientific community.
4. A personal narrative describing the individual faculty member's contribution to scholarship, especially describing the faculty member's contributions when scholarly products are reflected in multi-author publications in which the faculty member is not the first or senior author. The personal narrative can also be used to describe clinical and educational aspects of a faculty member's career.

In addition, candidates for tenure should also demonstrate:

Excellence in teaching and/or mentoring

Participation in the education mission of the Medical School is expected of all faculty members being considered for tenure. Candidates for tenure are expected to participate in the training and development of the next generation of leaders in medicine and science.

Participation in education can include participation in medical, graduate or PA curriculum, residency training and postdoctoral research fellow training. Teaching effectiveness is described

in the faculty member's Portfolio of Educational Accomplishments. The quality and effectiveness in teaching and/or mentoring is reflected in the teaching evaluations of peers and learners and in the development of the careers of individuals who have been supervised and mentored by the faculty member.

Excellence in Clinical Care (*Clinical faculty*)

Excellence in clinical practice is demonstrated by objective measures of quality and also through evaluation by peers, superiors and subordinates, patient satisfaction information as available, and known clinical reputation.

Service

Service to the community or to the faculty member's discipline is valued by the School of Medicine.

Among other activities, service entails participation in the membership of departmental and institutional committees, leadership of seminar series, and volunteer work in the community. Leadership in professional societies is regarded as a high level of service. Recognition of scholarship by election to highly selective organizations (e.g., National Academy of Sciences, Institute of Medicine) or the receipt of prestigious national or international awards as a result of the faculty member's scholarship bring credit to the School of Medicine and are regarded as a form of service.

Educational Scholarship

The individual should demonstrate a sustained track record of educational program leadership and there should be little doubt of continued excellence.

The individual should demonstrate:

1. Originality

Originality in education may be best demonstrated through development of educational material, e.g., textbooks, curricula, etc.

2. Independence and collaborative interactions

The individual has demonstrated the ability to direct an educational program, and when engaged in a collaborative educational program, the contribution is significant in the design, delivery, evaluation, and dissemination of the educational program.

3. A role in developing new knowledge

Education research, that is research related to the effectiveness of education theories and approaches is an indicator of substantial educational scholarship.

4. Recognition by scientific peers

Demonstration of recognition by peers includes:

- A sustained history of peer reviewed publications in respected journals. These journals may focus on educational scholarship or be other highly regarded peer reviewed scientific or clinical journals

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- Peer recognition as demonstrated by invited participation in major educational meetings; invited authorship of books, monographs, book chapters and critical reviews; the receipt of honors for educational achievements; and election or selection to membership and/or leadership positions in professional organizations
- Evidence of substantive adoption of the enduring educational materials developed by the faculty member would be strong evidence of peer recognition.
- Letters by leaders in the field of education evaluating the specific contribution of the individual, the importance of the contributions, and an assessment of the faculty member's stature within the education community

- A personal narrative describing the individual faculty member's contribution to scholarship, especially describing the faculty member's contributions when scholarly products are reflected in multi-author publications in which the faculty member is not the first or senior author. The personal narrative can also be used to describe clinical and educational aspects of a faculty member's career.

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