



School of Medicine

SCHOOL OF MEDICINE PROMOTION AND TENURE FACTORS FOR FACULTY

As stated in the WSU/AAUP Agreement, recommendations for tenure and/or promotion are "based upon a candidate's qualifications in the light of specific department/division, college and University considerations. The assessments of a faculty candidate's qualifications shall be based upon excellence in teaching and in scholarly achievement ... Consideration shall also be given to non-instructional service to the department, college, and/or University and/or public and/or professional service which benefit the University."

For granting of tenure ... "Assessments of a candidate's qualifications must take into consideration both performances to date and prospects for continued excellence based on that performance."

For promotion ... "Assessments of a candidate's qualifications must take into consideration proven abilities, professional experience, and prospects for continued excellence and professional growth as appropriate to the candidate's current and contemplated ranks ..."

The following promotion and tenure factors serve to delineate, as far as is practical and in a manner reflecting the particular missions and diverse characteristics of the School of Medicine, those factors that will be considered in the evaluation of the candidate's qualifications with respect to the criteria in the WSU/AAUP Agreement. They are not necessarily listed in order of importance nor are they all-inclusive.

A. TEACHING

The amount of time spent on teaching and the willingness to accept teaching assignments will be considered as general factors when assessing a candidate's teaching activities. Teaching activities include but are not limited to teaching in didactic sessions, small group seminars and discussions, bedside and other clinical settings, laboratory and other research supervision and instruction, mentoring, and web-based instruction.

The areas of education include the following:

- Teaching in the undergraduate medical school curriculum.
- Teaching in the postgraduate medical educational programs.
- Teaching graduate education programs
- Training of postdoctoral fellows in research and investigative settings.
- Teaching in continuing education programs (medical, basic science, informatics) at local, regional or national venues.
- The education of students in other Schools/Colleges of the University.
- Tutorial work with individual students/trainees.
- Active involvement as an advisor to students in need of career development and/or other guidance.

- Development of new course offerings, self-study materials, web-based courses and study aids and other educational materials and approaches.
- Curriculum development and examination preparation on the school, regional and national level.
- Scholarly and career development mentoring of medical students, graduate students, residents, postdoctoral fellows, and junior faculty.

The quality of teaching activities is also important, as judged by: student evaluations, chairperson assessments, course director or peer evaluations, awards for teaching excellence, and success of mentored students as evidenced by completion of degree, publications, presentations, and student awards, and advancement within the discipline before and after graduation.

B. SCHOLARLY ACTIVITY

Scholarly activity is expected of each faculty member and, as such, will be considered as part of the general factors in evaluating the candidate. The nature of the scholarly work and the expectations regarding nature and type of external funding will depend upon the faculty track. The evaluation of the body of scholarly work includes assessment of the following:

Publication record

- Quality of original publications in refereed journals
- Publication of invited contributions to the literature (books, chapters, reviews, etc.)
- Contribution of the role of the faculty author within that publication

Funding

- Success in securing grant support from outside sources
- Efforts to secure research funding from outside sources
- Substantive collaboration on grants from outside sources

Other

- Patents issued
- Production of other scholarly material including computer programs, audiovisual material, novel curricula, and web-based resources for research or education for dissemination to professionals
- Presentation of research findings and/or scholarly work at national or international professional meetings, particularly invited presentations
- Recognition by professional colleagues through special awards or honors
- Quality of scholarly activity as judged by expert evaluations from outside the University

C. SERVICE

Faculty engagement in service activities that contribute to the Department, School, University, Profession and larger community will be considered among the general factors in assessing the faculty candidate. The value of faculty collegiality and cooperation in the support of the clinical and academic missions will be recognized. Service activities include, but are not limited to, the following:

- Willingness to accept service assignments of importance to program, Department, or School or University
 - a) Assumption of administrative/leadership role when requested
 - b) Active membership on committees within the Department, School, or University
- Service to the University through participation on committees, task forces, councils, etc.
- Service to the profession
 - a) Leadership roles in local, state, regional, national, and international professional organizations
 - b) Service on editorial boards and review of manuscripts for professional journals and publications
 - c) Service on review of grant proposals (e.g., study sections and other settings)
 - d) Membership on site visit teams for funding agencies (e.g., NIH, private foundations, etc.)
 - e) Convening/organizing programs at national meetings of professional organizations
 - f) Selection for honorific membership in appropriate national professional organizations
 - g) Level of national stature as judged by expert evaluations from outside the University.
 - h) Honors or awards for service from regional, national, or international professional organizations
- Service to the community
 - a) Participation in local or state professional organizations.
 - b) Active involvement in other community-based or governmental organizations.
 - c) Providing of expert information to government (testimony, panels, committees)
 - d) Providing information to general media
 - e) Participation in service (speaking, teaching, consulting) outside the University which will bring credit to the University and further its mission.
- Service in clinically-related assignments that promotes the Department, School and University mission (as assigned by the appropriate medical school authority)
 - a) Quality of and time spent in patient care as assessed by peers
 - b) Work on hospital and/or practice group committees
 - c) Extent of clinical responsibilities in an organizing or supervising capacity

I. RESEARCH EDUCATOR (RE)

Research Educators are faculty members whose major effort (at least 50%) is participation in research and who also provide education, service, and, if appropriate, clinical care.

REQUIREMENTS FOR APPOINTMENT TO ASSISTANT PROFESSOR ON THE RESEARCH EDUCATOR TRACK

Evidence of academic potential and of commitment to academic pursuits in the biomedical sciences, as demonstrated by the following criteria:

1. High-quality research-intensive professional training and experience, with an appropriate academic/professional degree. Formal post-doctoral research training or other evidence of scholarly activity or research productivity beyond degree requirements, as indicated by research publications in refereed journals and presentations. Training should indicate potential for independent investigation.
2. Commitment to high-quality teaching.
3. Where appropriate, clinical competence demonstrated by high-quality professional training and experience. Board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for subspecialty board certification is left to the discretion of the department.

REQUIREMENTS FOR PROMOTION TO ASSOCIATE PROFESSOR ON THE RESEARCH EDUCATOR TRACK

1. The primary criterion is distinction in research that is rigorous, sustained, and original or novel, has a distinctive focus, has a trajectory of increased quality and quantity, and has fundamental significance or impact. Peer recognition as a scholar at the national or international level is required. Publication of original investigations in peer-reviewed journals is of greatest importance. Patents also serve as evidence of scholarship, as do reviews and chapters, particularly when the requests to author such publications are indicative of the individual's national or international stature. Publications that include trainees as co-authors are considered for evaluation of teaching as well as for scholarship. Success in competitive investigator-initiated extramural funding, especially at the national/international level, is expected. The faculty member may be the primary investigator or one who provides critical intellectual input to collaborative research while establishing an appropriate independent focus. Notice will be taken of grant submissions, even if not funded, when the score is relatively favorable and the critique seems promising. High-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

2. Documented evidence of excellent performance in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of research trainees. Positive reviews by learners (including faculty) and, where available, by peers, demonstrate excellent performance as an educator and/or mentor. As noted in section 2 above, publications that include trainees as co-authors are considered for evaluation of teaching as well as of scholarship.
3. For faculty with clinical activity, maintenance of board certification in the primary specialty or subspecialty is expected as appropriate. Competence in clinical performance must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
4. Effective participation in administrative and committee responsibilities is expected and may include service at the levels of Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government and/or one's profession. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.
5. External letters of evaluation, which are required for promotion, must indicate excellent performance in scholarship, teaching, and service, comparable to peers at a similar career stage.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR IN THE RESEARCH EDUCATOR TRACK

1. Research accomplishment must be rigorous and original or novel, and with fundamental significance or impact. This accomplishment might represent an expansion of the basis for promotion to Associate Professor into a more substantial and more mature level of academic achievement. On the other hand, the accomplishment may embody a change in research focus. Publication of original investigations in peer-reviewed journals is of greatest importance. Patents also serve as evidence of scholarship, as do reviews and chapters, particularly when the requests to author such publications are indicative of the individual's national or international stature. Publications that include trainees as co-authors are valued for teaching as well as scholarship. Research accomplishment will have resulted in appropriate (e.g., national or international) recognition, leadership stature, and eminence in the peer group that is appropriate for the area of research. Evidence of eminence shall include peer-reviewed publications and competitive external funding, especially on the national or international level. The candidate may be the primary investigator or one who provides continuing critical intellectual input to multiple collaborative research projects. Promotion to Professor requires not only past and current

scholarly achievement but also promise of continuing achievement. The quality of the actual scholarship is given the primary weight in assessment; quantity is of lesser significance. Participation in high-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

2. Documented excellence in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of research trainees. Publications that include trainees as co-authors are valued for teaching as well as scholarship. Mentorship of faculty is also an important role for mid-career and senior faculty. Reviews by peers and the recipients of the teaching efforts (i.e., students, residents, fellows, faculty, and staff) demonstrate excellent performance as an educator and/or mentor.
3. For faculty with clinical activity, competence in clinical performance must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is left to the discretion of the department.
4. Effective participation in administrative and committee responsibilities is required. These may include service at the Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government and/or one's profession. The achievement of a national and/or international reputation of excellence is expected, as reflected by service on invited or elected national and/or international committees, boards, and governing bodies. Service activities which are invited because of expertise and recognition may also be considered under scholarship. Service activities that reflect expertise in education (e.g., writing national examination questions) may also be considered under education.
5. External letters of evaluation, which are required for promotion, must indicate excellent performance in Scholarship, Teaching, and Service, comparable to peers at a similar career stage.

II. CLINICAL EDUCATOR (CE)

Clinical Educators are faculty members who primarily provide clinical care, education, and service. Research, i.e., the creation of new knowledge is encouraged, but it is not essential. However, scholarship, in the broadest sense, is required.

CRITERIA FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE CLINICAL EDUCATOR TRACK

Evidence of academic potential and commitment to academic medicine and/or medical sciences, as demonstrated by the following criteria:

1. Clinical competence demonstrated by high-quality professional training and experience. Board certification is expected except in unusual circumstances (e.g., non-physicians or physicians with full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub-specialty board certification is expected when appropriate.
2. Strong commitment to high-quality teaching.
3. Commitment to scholarly activity.

CRITERIA FOR PROMOTION/APPOINTMENT TO ASSOCIATE PROFESSOR ON THE CLINICAL EDUCATOR TRACK

1. A significant program of excellent clinical activity is required. Clinical competence, as verified by the department, is required. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., non-physicians or physicians with when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for sub- specialty board certification is left to the discretion of the department.
2. A primary focus on teaching and/or activities that enhance effectiveness of education distinguishes faculty members in this track. This focus should result in excellent performance as an educator in such activities as classroom/clinical teaching, development of curricula and educational materials, and mentorship of trainees. Teaching awards and positive reviews by learners (including faculty), and, where available, by peers demonstrate excellent performance as an educator. Evidence of training to improve as an educator may be used as a factor in assessment of teaching. Excellence in educational scholarly activities is evaluated not only for scholarship but also for teaching when conducted with trainees.
3. Evidence of scholarship is required and may include a broad variety of accomplishments, such as publications of original observations, review articles, case reports, letters to the editor, clinical outcomes studies, educational outcomes studies, books, book chapters, and electronically disseminated materials. These activities may involve collaborative efforts, as well as individual activities. Scholarship may also include patents, study protocols, clinical guidelines, and dissemination of curricula or curricular models,

evaluation methodologies, faculty development programs, study guides, computer-aided tools, teaching tools, and workbooks. As in section 3 above, scholarly activities are valued not only for scholarship but also as teaching when conducted with trainees. Research accomplishment, such as designing clinical trials or carrying out bench research, is encouraged, but not required, in this track.

4. Effective participation in administrative and committee responsibilities is required. These responsibilities may include service to the Department, School, University, physician practice plans, affiliate medical organizations, community, government, and/or one's profession. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education may also be considered under education. Evidence of training to develop skills as an administrator or academic leader may be used as a factor.
5. External letters of evaluation, which are required for promotion, must indicate excellent performance in Scholarship, Teaching, and Service, comparable to peers at a similar career stage.

CRITERIA FOR APPOINTMENT OR PROMOTION AS PROFESSOR ON THE CLINICAL EDUCATOR TRACK

1. A significant program of excellent clinical activity and/or clinical leadership at the regional or national level (e.g., writing clinical practice guidelines). Clinical competence, as verified by the department, is required. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., nonphysicians or physicians with full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for subspecialty board certification is left to the discretion of the department.
2. A primary focus on teaching and/or activities that enhance effectiveness of education distinguishes faculty members in this track. This focus should result in excellent performance as an educator. This may be demonstrated by classroom/clinical teaching, development of curricula and educational materials, mentorship of trainees, and/or excellence in educational administration. Excellence in leadership and mentorship of junior faculty is expected. Scholarly activities are valued not only for scholarship but also as teaching when conducted with trainees. Teaching awards and positive reviews by peers, learners, and mentees (students/residents/fellows/faculty colleagues, and staff) and/or external recognition of teaching, especially at the national level, demonstrate excellent performance as an educator. Evidence of training for continuous improvement in educational methodology and effectiveness may be used as a factor in assessment of teaching.

3. Expectation of sustained scholarship which may include a broad variety of accomplishments, such as publications of original observations, review articles, case reports, letters to the editor, clinical outcomes studies, educational outcomes studies, books, book chapters, and electronically disseminated materials. These activities may involve collaborative efforts, as well as individual activities. Scholarship may also include patents, study protocols, clinical guidelines, and dissemination of curricula or curricular models, evaluation methodologies, faculty development programs, study guides, computer-aided tools, teaching tools, and workbooks. Scholarly activities are valued, not only for scholarship, but also as teaching when conducted with trainees. Although research accomplishment is not required in this track, it is valued.
4. Effective service in administration and/or committee responsibilities is required. These responsibilities may include participation at the levels of the Department, School, University, physician practice plans, affiliate medical organizations, community, government, and/or one's profession. Professional service may be reflected by participation on invited or elected national and/or international committees, boards, and professional governing bodies. Service activities which are invited because of expertise and/or recognition may also be considered under scholarship. Service activities are expected to emphasize education.
5. External letters of evaluation, which are required for promotion, must indicate excellent performance in Scholarship, Teaching, and Service, comparable to peers at a similar career stage.

III. CLINICAL SCHOLAR (CS)

Clinical Scholars are faculty members who conduct scholarly work and provide education, service, and clinical care. As a general guideline, their investigative activity ranges between 40% and 70% of their total effort. In addition, faculty who provide critical expertise to the clinical research enterprise may also be appointed to this track.

REQUIREMENTS FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE CLINICAL SCHOLAR TRACK

Evidence of academic potential and of commitment to academic medicine and medical sciences and a strong commitment to basic, translational, and/or clinical research, as demonstrated by the following criteria:

1. High-quality professional training, experience, and a professional degree or an academic degree that may include research training. Alternatively, scholarly productivity (e.g., peer-reviewed original observations, grant support, abstracts, and/or presentations) indicative of academic potential and commitment may be an appropriate substitute for formal research training. Formal research training or other evidence of scholarly activity or research productivity beyond medical degree requirements should indicate the candidate's potential for success. This training may include research-intensive clinical fellowship experience, and the other evidence of scholarly activity may include publications in refereed journals and presentations. The research training experience should demonstrate the candidate's potential for independent investigation and/or ability to provide a unique contribution to collaborative research.
2. Commitment to seek external funding for research.
3. Commitment to high-quality teaching.
4. Clinical competence for clinicians demonstrated by high-quality professional training and experience. Board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for subspecialty board certification is expected when appropriate.

REQUIREMENTS FOR PROMOTION OR APPOINTMENT TO ASSOCIATE PROFESSOR ON THE CLINICAL SCHOLAR TRACK

1. Substantial scholarly accomplishment as evidenced by success in publication and appropriate competitive extramural funding, especially on the regional or national level, which may include investigator-initiated clinical trials and externally funded grants or contracts.

Patents are also important evidence of scholarship. Notice will be taken of grant submissions, even if not funded, when the score is relatively favorable and the critique seems promising. Scholarship must be rigorous and sustained and should have a distinctive focus and a trajectory of increasing quality and quantity. Publications should emphasize original investigations in peer-reviewed journals but may include reviews and chapters, particularly when the requests to author such publications are indicative of the individual's national or international stature. Case reports are given less credit than

other peer-reviewed publications, with the exception of first reports of new diseases or reports that represent significant scientific advances. Publications that include trainees as co-authors are considered for evaluation of teaching as well as of scholarship.

Collaborative scholarship may satisfy these criteria where the contribution of the candidate can be made clear (i.e., documented evidence of a key role in facilitating the scholarly research activity). Therefore, the faculty member may be the primary investigator or one who provides critical intellectual input to collaborative research. An example of such scholarship could be concept-driven scientific collaborative investigations (e.g., multi-center or investigator-initiated studies leading to highly recognized publications, development of clinical guidelines or position papers with national or international collaborators, studies with novel concepts or potential of advancing translational work in the related field, novel platform research establishing ground work for further clinical research, or developing exploratory ancillary studies concurrent with larger multi-center trials). The faculty member must provide documentation of her/his pivotal role in collaborative research and publications. Participation in high-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.

2. Excellent performance in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of trainees and colleagues. As stated in section 1 above, publications that include trainees as co-authors are valued for teaching as well as scholarship. Positive reviews by learners (including faculty) and, where available, by peers, demonstrate excellent performance as an educator and/or mentor.
3. Competence in clinical performance, when appropriate, must be documented and verified by the department. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for subspecialty board certification is left to the discretion of the department.
4. Effective participation in administrative and committee responsibilities is expected. This may include service at the levels of the Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government, and/or one's profession. Service activities which are invited because of scholarly expertise and recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.
5. External letters of evaluation, which are required for promotion, must indicate excellent performance in Scholarship, Teaching, and Service, comparable to peers at a similar career stage.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR ON THE CLINICAL SCHOLAR TRACK

1. Scholarly accomplishment must be rigorous, sustained, and original or novel, and of fundamental significance or impact. Such accomplishment might be different from the basis for promotion to Associate Professor or might represent the expansion of the basis for promotion to Associate Professor into a more substantial and more mature body of work. Publications should emphasize original investigations in peer-reviewed journals but may include reviews and chapters, particularly when the requests to write such publications are indicative of the individual's national or international stature. Patents are also important evidence of scholarship. Collaborative scholarship may satisfy these criteria where the pivotal contribution of the candidate has been documented. Case reports are given less credit than other peer-reviewed publications, with the exception of first reports of new diseases or reports that represent significant scientific advances. Publications that include trainees as co-authors are valued for teaching as well as for scholarship.
2. Scholarly accomplishment will have resulted in national or international recognition, leadership stature, and eminence in the peer group that is appropriate for the area of research. Scholarly accomplishment may include national or international funding. Notice will be taken of grant submissions, even if not funded, when the score is relatively favorable and the critique seems promising. The assessment will not be made solely on the basis of past achievements but also on the extent to which past achievements promise future achievement. The quality of the actual scholarship, or the likelihood of such, is given the primary weight in assessment; quantity is of lesser significance. Participation in high-level service based on scholarly stature and accomplishment contributes to the evaluation of scholarship.
3. Documented excellence in biomedical education is expected. Education may take many forms, including classroom teaching, clinical teaching, development of curricula and educational materials, and mentorship of research trainees. As stated in section 1 above, publications that include trainees as co-authors are valued for teaching as well as scholarship. Mentorship of faculty is also an important role for mid-career and senior faculty. It is expected that this education will be over and above the mentorship of trainees as part of the research program (which is also expected and for which credit will be given). Positive reviews by learners (including faculty) and, where available, by peers, demonstrate excellent performance as an educator.
4. Competence in clinical performance must be documented and verified by the department, as appropriate. Maintenance of board certification is expected as appropriate, except in unusual circumstances (e.g., full certification delayed because of board requirement for a specified number of years in practice or when training obtained outside the U.S. makes the individual ineligible for U.S. board certification). A requirement for subspecialty board certification is left to the discretion of the department.

5. Effective service in administrative and committee responsibilities is expected. These may include service at the levels of the Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government, and/or profession. The achievement of a national and/or international reputation of excellence is expected, as reflected by service on invited or elected national and/or international committees, boards, and governing bodies. Service activities which are invited because of expertise and/or recognition may also be considered under scholarship. Service activities which reflect expertise in education (e.g., writing national examination questions) may also be considered under education.

6. External letters of evaluation, which are required for promotion, must indicate excellent performance in Scholarship, Teaching, and Service, comparable to peers at a similar career stage.

IV. RESEARCH (R)

Faculty members whose only obligation is research, without requirement for teaching and service, are in the Research track. Although not required, teaching and/or service can be recognized and rewarded in the annual merit review process.

The Research track may provide a pathway for academic advancement of faculty members such as those who are:

- Senior postdoctoral students and/or other investigators who would be eligible to apply for extramural funding.
- Junior and wish to focus exclusively on the development of independent research.
- Independent investigators who do not want to engage in teaching or service.
- Investigators who are active in collaborative research, but who are not eligible to apply for grants and for whom tenure does not apply, such as faculty members in the Perinatal Research Branch of the NIH.
- Investigators who provide essential expertise in the application of a core facility's resources to innovative research.
- Investigators who provide essential expertise, such as bio statistical consultation, to multiple funded research projects.

REQUIREMENTS FOR APPOINTMENT AS ASSISTANT PROFESSOR ON THE RESEARCH TRACK

Evidence of academic potential and of commitment to academic medicine and research in biomedical sciences, as demonstrated by the following criteria:

1. An academic/professional degree and high-quality professional training and experience.
2. Other evidence of scholarly activity or research productivity beyond degree requirements, as indicated by abstracts, presentations, and/or publications in refereed journals.

REQUIREMENTS FOR PROMOTION TO ASSOCIATE PROFESSOR ON THE RESEARCH TRACK

The primary criterion is leadership of, or essential contribution to, research that is rigorous and original or novel. The publication record should reflect a trajectory of increased quality and quantity and demonstrate peer recognition as a scholar making essential contributions to peer-reviewed research of others at Wayne State University and/or independent recognition as a scholar at the regional and/or national level. Patents are also important evidence of scholarship. Evidence of recognition may also include documented contributions to the successful efforts of other investigators to obtain research funds from regional and national funding agencies and/or independent funding from the same.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR ON THE RESEARCH TRACK

The primary criterion is leadership of, or essential contribution to, research that is rigorous and original or novel. The publication record should reflect a continuing trajectory of increased quality and quantity and demonstrate peer recognition as a scholar at the national and/or international level and/or a demonstrated leadership role in the development of essential support services for ongoing peer-reviewed research of other investigators. Patents are also important evidence of scholarship.

Evidence of recognition may also include peer-reviewed, competitive national funding for independent and/or collaborative research.

Wayne State University School of Medicine
Guide for Award of Tenure in the Tenurable Faculty Tracks

	Research Educator (RE)	Clinical Scholar (CS)
Tenure is not linked to promotion to Associate Professor in the tenurable tracks; it can be awarded later.	<ul style="list-style-type: none"> • Expectation of continuing high-level achievement • Expectation of substantial scholarly activity resulting in national and international recognition • Sustained and focused scholarly activity <ul style="list-style-type: none"> ○ Publications ○ Demonstrated independent, unique contributions to scholarly work ○ National and international recognition ○ Success in competitive external funding on a national level • Sustained performance in teaching and service as required for promotion to Associate Professor. 	<ul style="list-style-type: none"> • Expectation of continuing high-level achievement • Expectation of substantial scholarly activity resulting in national and international recognition • Sustained and focused scholarly activity <ul style="list-style-type: none"> ○ Publications ○ Demonstrated independent, unique contributions to scholarly work ○ National and international recognition ○ Success in competitive external funding, which may include, but not limited to, investigator-initiated industry and foundation grants or contracts • Sustained performance in teaching and service as required for promotion to Associate Professor.

APPROVED:



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