TENURE TRACK GUIDELINES

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Wake Forest University
School of Medicine | ADVOCATE HEALTH

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Faculty Promotion Guide for the Tenure Track
(updated April 2025)

Starting in 2025, all Promotion and Tenure applications will be submitted electronically using the faculty management system Mountain Pass. No submissions will be accepted manually.

The Tenure Track is reserved for faculty members whose main professional focus is scholarship in scientific discovery and innovation. As a general guideline, to be appointed on the Tenure Track faculty members in basic science departments and non-clinical faculty members in clinical departments should have at least 65% effort and clinical faculty members should have at least 50% effort devoted to grant-funded scholarship. Scholarly activities may encompass research activities, or education that involves scholarship beyond teaching excellence. With the agreement of the Chair/Division Director and Dean, certain faculty members may be eligible for tenure with lower percentages of scholarly effort but are evaluated for tenure by the Promotion & Tenure (P&T) Committee using the same standards of scholarship as faculty meeting the 65/50% standards. Granting of tenure is subject to the criteria and procedure detailed in Appendix B and is typically requested at the time of promotion to Associate Professor. Faculty members on the Tenure Track are expected to have a significant number of peer-reviewed journal articles and scholarship that demonstrate progression of research activity throughout their career and reflect a high degree of productivity within their individual areas of expertise. Past and current success as well as future outlook regarding extramural funding is an important element for a faculty member's academic advancement on this track.

Probationary Period to Tenure (Tenure Clock)
Appointment to the faculty at any rank on the tenure-eligible track requires that the faculty member be evaluated and approved for tenure so that tenure is awarded within nine years of initial appointment. A faculty member has no right to reappointment for the maximum probationary period.

No later than July 31 of the penultimate (eighth) academic year of the probationary period, all non-tenured faculty members on the tenure track are given notice that the subsequent (ninth) academic year is the terminal year of tenure eligibility, unless tenure is granted. Failure to attain tenure by the expiration of the probationary period results in termination of the faculty member's faculty appointment.

Faculty members may change from the tenure track to a non-tenure track or vice versa only one time during their employment. All track changes must be recommended by the Chair/Director and approved by the Dean. (See section on track changes within the main P&T policy document). Faculty members may change from the tenure track to a non-tenure track position at any time before the expiration of the seventh probationary year. However, a tenure track faculty member is committed to remain on the Tenure Track once an application for tenure is submitted to the P&T Committee. For those changing to the tenure-eligible track, the probationary period is adjusted to reflect the faculty member's duration of employment in the non-tenure track as time towards the nine-year probationary period. Faculty members who have been in a non-tenure track position for six years or more have a probationary period no longer than three years from the time of the change. (For more information on the tenure clock, see the main P&T Policy Document)

Tenure Track Promotion Application Materials to Prepare
Faculty applying for tenure and/or promotion to Associate Professor or Professor should prepare the following items for review. All information submitted to the promotion review committee is listed here. Faculty members do not need to prepare or submit any documents that are not discussed in this guide. For example, faculty members do not need to include copies of manuscripts or publications.

The materials requested by the review committee were streamlined and recently updated. Faculty member should not organize portfolios based on examples from prior candidates created before 2025.

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Curriculum Vitae	Use current Wake Forest University School of Medicine (WFUSM) format available on Faculty Affairs website. It is important to number publications in each section and only list manuscripts that are formally accepted, in press, or published. Do not list any manuscripts that are "submitted". List PMID numbers for all published manuscripts when available. See Appendix A.
Personal Narratives	*Required of all candidates*. Up to two pages maximum length for the Personal Narrative.
Teaching Portfolio	*Required of all candidates*. Up to 30 pages. Include teaching evaluations, examples of teaching materials, and supplemental materials. See Appendix A.
Clinician Portfolio	*Required of all clinicians*. Up to 20 pages. Include summary of clinical activities, evaluations of clinical work, and supplemental materials. See Appendix B.
Teaching Roles and Responsibilities Spreadsheet	*Required for all candidates.* Use the Excel template available on the Faculty Affairs website to list intramural and extramural teaching activities. Modify the template as needed to highlight your educational activities as a faculty member. For teaching on a recurring basis, list single entries with multiple dates listed within each entry.
Grant Funding Spreadsheet	*Required of all candidates*. Candidates with current and/or past grant funding should complete this spreadsheet with the requested information. Use the Excel template available on the Faculty Affairs website.
Candidate Evaluators Spreadsheet	*Required for all candidates*. Use the link provided in Mountain Pass to upload the names and contact information for external evaluators. See below for additional details.

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Document Preparation Guide for Promotion Applications

PDF files prepared and uploaded by promotion candidate

Generate all PDF files by directly converting electronic source material using Adobe Acrobat Professional or similar. Do not print and then scan materials that were generated electronically. Scanning to PDF format should only be used for materials that are not already available in an electronic file format, such as handwritten letters.

Preparation of Curriculum Vitae

Required for all candidates. Submit your CV as a PDF file. Make sure you are using the current Wake Forest University School of Medicine CV template which is available on the Faculty Affairs website for promotion materials. Be sure that items are listed in chronological order in each section. Publications and presentations should be numbered in each subsection. Only list manuscripts that are formally accepted, in press, or published. Citations for papers that are submitted or in review should not be included.

New 2025 requirements for CV preparation

1. In the academic appointment section, indicate clearly any adjunct appointments. The word "adjunct" should be included in the title.
2. In *Grant Funding*, include both the start and stop dates.
3. In *Grant Funding*, include the direct grant funding amount in US dollars only ($).
4. In the *Bibliography*, include PMID number for all publications when available
5. In the *Bibliography*, the following should now be separated into their own sections:
    1. Peer Reviewed Case Reports
    2. Letters to the Editor
    3. Editorials
    4. Books Edited
    5. Books Authored
    6. Book Chapters
    7. Media Presentations and Interviews
    8. Electronic Publications
6. In *Presentations at Professional Meetings*, separate Regional, National, and International presentations into their own sections.
7. In *Invited Extramural Presentations and Seminars*, separate Regional, National, and International presentations into their own sections.
8. **NEW: *Intramural Presentations and Seminars.*** This new section allows all intramural presentations to be placed on the CV. This should include Wake Forest University School of Medicine, Carolinas Medical Center, Atrium Health Wake Forest Baptist or Advocate Health presentations or Grand Rounds events and other intramural presentations from previous institutions. Please include the presentation title, the institution and date of the presentation.

Personal Narrative

A Personal Narrative statement defines the promotion candidate's scholarly contributions and other relevant accomplishments. This Personal Narrative is limited to two pages in length and should explain the promotion candidate's contribution to scholarship or other accomplishments without recapitulating the curriculum vitae. This Personal Narrative is not intended to serve as a statement of philosophy or reflection but is an opportunity for the promotion candidate to expound on their career success and highlight their contributions to scholarship and/or clinical innovation that advance the mission of the medical school. For example, the Personal Narrative may highlight a particular line of scholarly activity, the specific role the

promotion candidate contributed to that endeavor, and the impact of the work. This description is particularly helpful to the committee in understanding and evaluating candidates who are involved in collaborative, multi-author publications, and for those in non-tenure tracks where some contributions may be measured by

items in addition to traditional publications. Given that Tenure Track faculty are required to demonstrate activities in Research, Teaching and Mentoring, Service and Administration, and when applicable, Clinical and Patient Care, the Personal Narrative can be subdivided into sections that highlight accomplishments in each of those domains. The Personal Narrative should closely follow the scholarly work presented in the CV and should discuss only information clearly documented in the promotion portfolio. For candidates requesting promotion to Associate Professor, the Personal Narrative should clearly support a strong regional reputation, and for candidates requesting promotion to Professor, the Personal Narrative should clearly support a strong national reputation.

Teaching Portfolio
Required of all candidates. This portfolio can be up to 30 pages only and should be combined into a single PDF file rather than a collection of numerous files. Include teaching evaluations the candidate has received combined with any supplemental materials the candidate wishes to include that highlight their teaching and educational accomplishments. Additional information about this portfolio is available in Appendix A (see below).

Teaching Roles and Responsibilities Spreadsheet
Required of all candidates. This spreadsheet is complementary to the Teaching Portfolio. Use the Excel template on the Promotion and Tenure link on the Office of Faculty Affairs website to list intramural and extramural teaching activities. Modify the template as needed to highlight your educational activities as a faculty member. For teaching on a recurring basis, list single entries with multiple dates listed within each entry.

Grant Funding Spreadsheet
Required of all candidates. The Grant Funding Spreadsheet is a critical component of the Tenure. A complete 5-year record of funding is required. Candidates with current and/or past grant funding should complete this spreadsheet with the requested information. Use the Excel template available on the Faculty Affairs website.

Clinician Portfolio
Up to 20 pages only. This portfolio should be included for any faculty with clinical responsibilities and <u>can be omitted for basic science faculty members</u>. This portfolio should be combined into a single PDF file rather than a collection of numerous files. These materials should highlight your clinical activities and accomplishments. Allow plenty of time to compile the necessary documents and information to highlight your accomplishments. Additional information about this portfolio is available in Appendix B (see below).

Department Chair's Letter
Your Department Chair letter is a critical component in the candidate's promotion application. This letter should discuss the notable strengths of your application and acknowledge the candidate's career progress. The Department Chair's letter should also focus specific attention to the elements that support a regional reputation (for promotion to Associate Professor) and national reputation (for promotion to Professor). This letter will be submitted by the Department Chair or a Department Chair delegate on your behalf to the Committee on Promotion and Tenure.

Departmental Promotions Committee Letter
Your department's internal Promotion and Tenure Committee is also a critical component in the candidate's application. This letter should represent a consensus evaluation of your application for promotion along with an assessment of your regional and/or national reputation. Make sure you provide your promotion application materials to the chair of your department's P&T Committee early so that the committee will have adequate time to prepare this letter on your behalf. This letter will be submitted on your behalf to the Committee on Promotion and Tenure.

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External Evaluator List

Starting in 2025, <u>internal letters of reference or evaluations are no longer necessary</u>. During the application process, the candidate will electronically submit a list of external evaluators to the Office of Faculty Affairs using the link in Mountain Pass. For each evaluator, the following information should be included:

1. The evaluator's name
2. The evaluator's degree
3. The evaluator's academic rank
4. The evaluator's institution
5. The evaluator's current email address
6. The evaluator's relationship to the candidate

It is advisable to consider contacting potential evaluators ahead of time to make sure you have included individuals likely to provide an evaluation and to confirm the contact information. Below are the guidelines for the number of evaluators needed and how to select the evaluators.

a. Associate Professor: All external evaluations must be written by faculty at the rank of Associate Professor or higher. No fewer than three external evaluations must be received. Candidates should therefore submit names of at least five external evaluators at the time of the promotion application.

b. Associate Professor with Tenure: All external evaluations must be submitted by tenured faculty at the rank of Associate Professor or higher. No fewer than five external evaluations must be received. Candidates should therefore submit the names of at least eight external evaluators at the time of P&T Committee application.

c. Tenure Only Review: All external evaluations must be submitted by tenured faculty at the rank of Associate Professor or higher when the candidate's current rank is Associate Professor. All external evaluations must be submitted by tenured faculty at the rank of Professor when the candidate's current rank is Professor. No fewer than five external evaluations must be received. Candidates should therefore submit the names of at least eight external evaluators at the time of P&T Committee application

d. Professor: All external evaluations must be written by faculty at the rank of Professor. No fewer than five external evaluations must be received. Candidates should submit names of at least eight external evaluators at the time of the promotion application. At least two of the external evaluations should be from individuals with whom the candidate has never directly worked with.

e. External evaluators should be familiar with the candidate's scholarly area of expertise to adequately evaluate the candidate's accomplishments. For candidates seeking the rank of Associate Professor, the evaluators must evaluate the candidate's recognition at the regional level. For candidates seeking the rank of Professor, the evaluators must evaluate the candidate's recognition at the national and/or international level.

f. Evaluators should not be colleagues, scientific mentors, or trainees with whom the candidate is **_currently_** conducting research or other significant professional activities or with whom the candidate has conducted such activities **_within three years_** of the date of the application. In cases where a candidate has difficulty identifying a sufficient number of evaluators without conflicts, permission may be granted by the Senior Associate Dean for a candidate to provide the name of one mentor or close collaborator to write a letter evaluating the candidate's scholarship, as long as this individual's relationship is clearly identified.

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Table 1. Advancement on the Tenure Track		
Milestone Category	**Assistant Professor to Associate Professor**	**Associate Professor to Professor**
Scholarly Productivity	- A significant number of peer-reviewed, with consideration of high impact journals. The field of expertise may determine the number of peer-review publications. First and senior authorship highly valued. - Presentations at regional and national professional meetings - Invited speaker at regional institutions - Peer reviewer for journal in field of expertise	- A significant number of peer-reviewed, with consideration of high impact journals. The field of expertise may determine the number of peer-review publications. First and senior authorship highly valued. - Presentations at regional and national professional meetings - Growing list as Invited speaker at national institutions - Peer reviewer for multiple journals in field of expertise and possible selection to editorial board of a journal in field of expertise
Research Excellence	- Demonstration of external funding as Principal Investigator, Co-Principal Investigator Co-Investigator, Site Principal Investigator on NIH, NSF, Foundation grants or clinical trials that demonstrates a growing establishment of research independence - Anticipation of continued and future grant funding	- Established external funding as Principal Investigator, Co-Principal Investigator Co-Investigator, Site Principal Investigator of NIH, NSF, Foundation grants or clinical trials during the rank of Associate Professor - Anticipation of continued and future grant funding
Team Science	If involved in Team Science, activities may include: - Significant number peer-review publications as contributing author - Membership in team science - Management of Core Lab team	If involved in Team Science, activities may include: - Significant number peer-review publications as contributing author - Leadership of team Science - Directorship of Core laboratory
Teaching and Mentoring	- Lecturer in WFUSM curriculum for graduate students or medical students - Potential participation in research training grants such as NIH T32 and T34 - Potential participation in intramural/Regional workshops and educational seminars - Evidence of mentoring graduate students, medical students, undergraduate students, postdoctoral fellows, residents or junior faculty - See Appendix A	- Potential course director - Lecturer in WFUSM curriculum for graduate students or medical students - Potential leadership in research training grants such as NIH T32 and T34 - Potential participation in extramural/National/International workshops and educational seminars - Evidence of mentoring graduate students, medical students, undergraduate students, postdoctoral fellows, residents or junior faculty - See Appendix A
Service and Administration	- Service on departmental and institutional committees - Service on regionally and nationally recognized grant review study sections - Member of professional organizations or potential service on professional organization committee - Potential engagement in community service projects as a representative of the medical school	- Service on departmental and institutional committees - Potential leadership on institutional committees - Service on nationally recognized grant review study sections. - Member of professional organizations and potential leadership role in professional organization - Potential leadership or having a role in establishing community service projects as a representative of the medical school
Reputation	- Established strong regional reputation - Emerging national reputation - Potential recipient of prestigious award for service from regional organization (See examples in Table 2)	- Established strong national reputation - Potential emerging international reputation - Potential recipient of prestigious award for service from national or international organization (see examples on Table 2)
Clinical Accomplishments	See Appendix B	See Appendix B

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Scholarly Productivity (see Appointment, Promotion and Tenure Policy Appendix C Promotion Factors): Scholarly productivity is evaluated based on the contribution, creation, and dissemination of scholarly academic products. These include publications in peer-reviewed scholarly journals, editorially reviewed book chapters and electronic topic reviews, presentations at regional and national meetings, and other examples of scholarship that have been created and disseminated. Significant accomplishments in this area are valued on the Non-Tenure Track.

  a. Publication Numbers: The number of peer-reviewed publications and the quality of journals in which faculty member publications appear are both important criteria for evaluating scholarship. Quality may be judged by the P&T Committee based upon the stature of the journal in which the work is published, the number of citations, or other measures to be determined by the committee. The typical number of publications for candidates at each level of promotion may differ depending on the promotion track as described in the P&T policy.

  b. Authorship: "First Author" refers to the candidate being listed first in a multi-authored publication. "Senior Author" refers to the candidate being listed last on a multi-authored publication. It is recognized that journals and specialty disciplines vary in their authorship hierarchy. Candidates should note when other authorship positions may indicate senior responsibility for a published work. The faculty member has the opportunity to highlight particular scholarly contributions in a personal narrative statement. WFUSM recognizes and values the participation of faculty in collaborative research. Thus authorship that is not "first" or "senior" may still be highly regarded in the evaluation of a candidate. The personal narrative is a means by which the faculty member may indicate the individual's contributions in collaborative, multi-author publications.

  c. Characteristics of high-quality scholarship include:
     1) Original
     2) Independent, or, if the faculty member is engaged in collaborative work, of such a nature that the faculty member's contribution to the scholarly work is significant in the design, analysis, context and dissemination of the scholarly work
     3) Important in developing new knowledge
     4) Recognized by peers
     5) Peer-reviewed

  d. The stature of the scholarship is judged by the following:
     1) A sustained history of peer-reviewed publications in respected journals (or equivalent scholarly dissemination). Quality of the publications may be evaluated by citations, "impact factor," or stature of the journal within the field.
     2) Peer recognition, as demonstrated by invited participation in major academic meetings; invited authorship of books, monographs, book chapters and critical reviews; the receipt of honors for academic achievements.
     3) Letters by peers in the faculty member's field evaluating the specific contributions of the individual, the importance of her/his contributions, and an assessment of the faculty member's stature within the academic 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.

Reputation

A crucial criterion for promotion is a candidate's established reputation within their academic discipline. Through professional recognition, research impact, collaborative efforts, leadership roles, and positive external endorsements, faculty members demonstrate reputation that is consistent to their rank. Appointment to the

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rank of Associate Professor require a strong regional reputation or emerging national reputation. Appointment to Professor requires a strong national reputation, and in some cases, emerging international reputation.

Table 2.	REPUTATION EXAMPLES FOR PROMOTION
Regional	**National and/or International**
• Invitations to speak regionally in issues related to area of expertise.	• Visiting professorships and invitations to speak nationally and/or internationally on issues related to area of expertise.
• Leadership roles in regional professional organizations related to area of expertise, including leadership in regional courses and/or programs.	• Leadership roles in national and/or international professional organizations related to area of expertise, including leadership in regional courses and/or programs.
• Service on regional committees related to area of expertise.	• Service on national and/or international committees related to area of expertise.
• Service as regional consultant on issues related to area of expertise.	• Service as national or international consultant on issues related to area of expertise.
• Regional awards for contributions and/or innovation in the area of expertise.	• National and/or international awards for contributions and/or innovation in the area of expertise.
• Invitations to serve on institutional peer review funding committees.	• Invitations to serve on national or international peer review funding committees.
	• Membership and leadership on national editorial boards.

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Appendix A
Teaching Portfolio Guidelines for Preparation

The Teaching Portfolio should provide evidence of educational accomplishments and related scholarly activities. Use this portfolio to provide a sampling of the breadth, depth, and quality of your teaching and educational work. Not all the elements listed will apply to all faculty members. Faculty members with expectations for significant accomplishments in this area should use this portfolio to highlight exemplary performance.

Length: This portfolio is a single PDF file of no more than 30 pages.

Organization: Consider a Table of Contents with a short summary of each section on the first page of your portfolio. This can help guide reviewers to better understand the significance of the materials you have chosen to include. Faculty may also choose to label some pages or sections to more clearly distinguish or identify the information presented.

Elements to Include in the Portfolio:

1. **Teaching Evaluations** – Include teaching evaluations or other objective evidence of teaching performance that you have received for intramural and extramural presentations and activities. It is highly recommended to include evaluations from multiple different learner groups (*e.g.*, medical students, graduate students, resident physicians, fellows, practicing physicians, etc.). Present this information in summary form by learner type and year, or by individual teaching event rather than providing individual participant feedback forms. The review committee prefers evaluations for teaching events that you include as examples of instructional materials (see #3).

2. **Narrative Summary of Educational Activities** – When appropriate, faculty candidates are permitted to include narrative descriptions of significant teaching and educational accomplishments that are not well represented elsewhere in the submitted materials.

3. **Examples of Instructional Materials** – Include examples of teaching materials that were created and used by you in your educational activities. Preference should be given for materials you have used and also received teaching evaluations that are included in this portfolio (see above). These may include items such as course syllabi, lecture outlines, small group cases, and other curricular materials. Examples of your PowerPoint slides are not required. If you choose to include such examples of slides, include no more than two examples of lectures and be sure to stay within the overall page limit for the entire portfolio.

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Appendix B
Clinician Portfolio Guidelines for Preparation

The Clinician Portfolio should provide evidence of clinical accomplishments and related scholarly activities. Use this portfolio to provide a sampling of the breadth, depth, and quality of your clinical work. Not all of the elements will apply to all faculty.

Use this portfolio to demonstrate three important aspects of your clinical work:
1. How have you demonstrated exemplary clinical practice in your discipline?
2. What significant contributions have you made to develop your specialty?
3. How have you demonstrated professional innovation in your clinical work?

Length: This portfolio is a single PDF file of no more than 20 pages.

Organization: Consider a Table of Contents with a short summary of each section on the first page of your portfolio. This can help guide reviewers to better understand the significance of the materials you have chosen to include. Faculty may also choose to label some pages or sections to more clearly designate the information presented.

Elements promotion candidates may want to include are categorized below. Not all categories will be applicable to all candidates.

1. **Summary of Clinical Activities** – All candidates should describe current and recent professional effort allocation to clinical activities, using outline or short narrative. Include activities that promote patient-centered care, efficiency, or operations.

2. **Assessments of Clinical Work** – All candidates should include patient evaluation data such as Press-Ganey reports, service excellence awards, or other evaluations of patient care. This may include personal and/or team performance in internal and external benchmarks for quality of care. Include other evidence of clinical excellence, as appropriate.

3. **Clinical Administrative Leadership** – Faculty will provide evidence of excellence as a leader for clinical care activities. Roles may include serving as a medical director, clinical operations leader, or other ongoing and regular patient care related leadership positions. Feedback and assessments from team members, such as 360-degree evaluations, are highly valued to provide evidence of strong leadership. Include information about success of these activities and how the candidate's leadership contributed to them.

4. **Departmental or Institutional Committee Leadership** - Faculty will serve in leadership roles for medical center and/or professional society committees and task forces annually. Evidence of accomplishments, significant initiatives, and outcomes in these roles is highly valued. Include details for role(s) the candidate has played in accomplishments

5. **Patient Care and Quality Improvement Materials** – Where applicable, include examples of quality improvement materials you created or initiatives in which you played an important role.

6. Describe the project and your role in implementation and evaluation. Emphasize outcomes and demonstrated effectiveness.

7. **Patient Care Process Improvement** – Faculty will create and/or play a documented key role in implementing creative patient care processes or clinical pathways. Evidence of effectiveness and annual assessment of success are highly valued

8. **Clinical Policy Development** – Where applicable, describe clinical policies or procedures that you created or implemented. Provide examples, outcomes, and evidence of effective implementation.

9. **Healthcare Innovations** – Faculty will demonstrate creative accomplishments that lead to patents, medical device development, new therapeutics, nontraditional teaching methods or healthcare/public health content delivery, or other innovative approaches that improve health. This may include supportive roles in team science that may not otherwise be considered traditional scholarship that has been formally peer-reviewed. Grant funded professional activities that support the clinical mission of our health system are highly valued and may include extramural support of new clinical programs, innovative educational efforts, and/or other funded patient care initiatives.

10. **Clinical Outreach Activities** - Faculty members will lead regular medical center outreach events, regularly appear in media to represent the medical center, and/or publish written materials disseminated outside of our health system that support the positive reputation of our institution each year.

11. **Advocacy Efforts** - Faculty will provide evidence of significant participation and leadership in state and/or national advocacy efforts related to healthcare and/or academic medicine, including medical education and research, documented annually. Include documentation of outcomes, successful initiatives, and details about how the candidate contributed to these efforts

12. **Unsolicited Letters –** You may include representative samples of unsolicited letters from grateful patients or other individuals recognizing your outstanding clinical accomplishments or compassionate care. Be sure to remove any identifying patient information before including them in your portfolio. Keep the number of examples limited to stay within the 20-page limit.

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