INTRODUCTION

This is the traditional academic pathway for MD or PhD faculty in clinical departments. Faculty in this pathway generally spend the majority of time in research and teaching.

Faculty appointed in this pathway hold the title of Assistant Professor, Associate Professor, or Professor.

APPOINTMENT CRITERIA

Most faculty in this pathway devote the majority of their effort to scholarship and must also participate regularly in teaching. Other professional activities include clinical care (if applicable), administration (if applicable), and other service. The scholarly focus for faculty in this pathway is the scholarship of discovery. The Regular Faculty track is distinguished from the Research Faculty track by requiring teaching, mentoring, and patient care (as applicable) in addition to excellence in scholarship.

Entry level for faculty appointment is usually at the Assistant Professor rank. At the time of appointment, Assistant Professors have demonstrated clear potential and commitment for an academic career and have usually demonstrated scholarship in a particular area. Generally, the appointee will have contributed significantly to high-quality, data-based, peer-reviewed publications. In addition, the appointee will likely have a clear research focus, and demonstrated potential for, obtaining intramural or extramural funding for their work (typically a K Award).

The initial appointment term is ordinarily for three academic years. In the second academic year, Assistant Professors are evaluated for a second three-year term as Assistant Professor. After evaluation by the Department of Pediatrics Promotions Committee, the senior eligible voting faculty vote on the reappointment, following which the Department Chair makes a recommendation to the Dean regarding reappointment.

The policy and expectation of UW Medicine and the Department of Pediatrics is that all faculty conduct themselves with professionalism, dignity, and respect in their interactions with patients, students, members of the public, and each other, as outlined in the UW Medicine Policy on Professional Conduct. Professionalism includes demonstration of excellence, integrity, respect, compassion, accountability, and a commitment to altruism in all work interactions and responsibilities.
APPOINTMENT AND PROMOTION CRITERIA

Key criteria for appointment and promotion to Associate Professor:
- Meets expectations for professionalism
- Significant accomplishment in a focused area of research with an increasing level of independent investigation
- Emerging national recognition for his/her scholarship, including extramural grant funding
- Excellence in teaching
- Excellence in clinical care (for clinicians if applicable)

Key criteria for appointment and promotion to Professor:
- Meets expectations for professionalism
- Outstanding, mature scholarship with significant, sustained scholarly productivity and research funding
- National/international recognition for his/her work
- Recognized as an expert in their research field
- Excellence in clinical care (for clinicians if applicable) and teaching

EVALUATION CRITERIA

Professionalism
Professionalism should be assessed by the Division Head as part of the regular review process, using the UW Medicine Policy on Professional Conduct as criteria. A faculty member is rated as consistently meeting expectations by demonstrating:
- Respect for colleagues, trainees, patients, staff, and visitors.
- Sensitivity and responsiveness to other’s culture, age, gender, and disabilities.
- Responsibility as a leader and positive role model.
- A commitment to working as a team member who is accountable to others, confronts unprofessional behavior, fairly distributes finite resources, and works constructively to support established operational goals.
- Patient confidentiality, timely completion of medical records, accurate professional fee billing.
- Commitment to improving quality of care, patient safety, and appropriate use of hospital resources.
- For faculty engaged in research: protection of human subjects and intellectual integrity, and adherence to university research regulations.
- Management of conflicts of interest.

Scholarship
The criteria by which scholarship/research productivity may be evaluated are:
- Numbers and quality of research publications, including 1st author, senior author and contributory author work. Greater consideration is given to quality (e.g.
“high-impact” journals; seminal publications; degree of innovation). The candidate’s contributions to multi-authored publications may require further clarification from the other authors.

- Extramural research funding, including dollar amounts, number of grants, and sources of funding
- Professional and/or public impact of work and national or international reputation (e.g., elected membership in professional and research societies, presentation of papers, participation in consensus panels, study sections, invited lectures, and visiting professorships)
- Teaching scholarship quality as measured by the candidate’s trainees’ academic/research achievements.

For appointment or promotion to **Associate Professor**, the candidate must demonstrate significant accomplishment in a focused area of research, including laboratory and/or clinical research with an **increasing level of independent investigation**.

For appointment or promotion to **Professor**, candidates must have outstanding mature scholarship and in addition, must have national (and/or international) stature and be a recognized expert in their scholarly field. Candidates for appointment or promotion at this rank require **outstanding mature scholarship** and must demonstrate sustained productivity (although the candidate will likely have more senior author publications). Candidates will also generally have a sustained record of extramural research funding and will be recognized as an expert by participation in scientific review committees, advisory panels, etc. Outstanding clinical contributions in non-research area such as medical administration or educational accomplishments are considered, but by themselves are not sufficient to merit promotion to Professor in this track.

**Teaching**

Teaching is an integral part of the Regular Faculty track. Evaluation is based on assessment of the quality and value of teaching and mentoring interactions with students, residents, fellows, practicing physicians, and other professionals.

**Teaching evaluations.** Inclusion of any and all formal evaluations of teaching and mentoring in all venues is the responsibility of each faculty member. Such assessments include the following:

- Teaching evaluations from students, residents, and other audiences, including practitioners participating in continuing medical education courses. Teaching in CME courses does not substitute for teaching students, residents and fellows.
- Formal evaluations by persons who have been mentored, as well as evidence of the impact of the mentoring on the person’s career.

**Peer evaluation of teaching effectiveness.** The Department of Pediatrics uses a teaching effectiveness form with which colleagues evaluate the faculty member in different teaching settings (classroom, seminars, clinical, or research). At least five colleagues are selected by the faculty member and Division Head to complete these forms.
At the time of consideration of promotion to Associate Professor or Professor, the teaching evaluations are evaluated internally by the Department Promotions Committee and by the voting faculty in the Department who are greater in rank than the candidate.

**Clinical Care (for clinicians)**

Not all clinicians on this pathway are required to do clinical care. For those faculty who are engaged in clinical work, evaluation of clinical excellence is an important part of the appointment and promotion process.

**Peer clinical evaluations.** For promotion as a Physician-Scientist, the faculty member must be an excellent clinician. Peer clinical evaluations are conducted using a structured format adopted by the Department. Evaluations focus on two main areas:

- Medical knowledge, problem-solving skills, management of complex patients and overall clinical skills
- Professionalism, responsibility, compassion, and management of the psychosocial aspects of illness

At least 15 peer clinical evaluations are requested before reappointment to Assistant Professor and before promotion to Associate Professor and to Professor. Peer evaluators are chosen by the faculty member and Division Head. Peers are usually faculty who work with the individual in the same clinical setting; however, in some instances non-physicians who work closely with the faculty member in clinical settings, such as a nurse practitioner, may provide an evaluation. Some of the faculty evaluators should be outside of the individual’s Division.

**Administration**

Administrative responsibilities of faculty members in the Physician-Scientist pathway range from none to being the primary role of the faculty member. Administrative responsibilities may be focused in a hospital; the Department of Pediatrics; the School of Medicine or University; or other.

Evaluation of administrative performance is based on expectations and goals set annually by the faculty member and the person(s) supervising the faculty member in these administrative activities. The evaluation at the time of appointment or promotion is generally in the form of internal letters of support from administrative supervisors or colleagues.

**OTHER**

**Self assessments**

As part of the promotion packet, the faculty member describes the following:

- Clinical care (if applicable): His/her clinical responsibilities, programs developed, and the relationship of the clinical activities to his/her teaching, scholarly, and administrative roles.
• **Teaching**: His/her teaching/mentoring philosophy and teaching/mentoring responsibilities and goals.

• **Scholarly activities**: The focus of his/her scholarly activities and the relationship of his/her scholarly activities to his/her clinical care and teaching.

• **Administration (if applicable)**: His/her administrative responsibilities, including goals and achievements.

**Switching pathways**

Assistant Professors in the regular faculty track may switch from the Physician-Scientist pathway (the traditional pathway) to the Clinician-Educator pathway prior to having completed four years as an assistant professor subject to approval by the Department of Pediatrics and the School of Medicine as described below.

Associate Professors and Professors in the regular faculty track may switch from the Physician-Scientist pathway to the Clinician-Educator pathway at any time, but Associate Professors are required to serve a minimum of three years after switching pathways before being eligible for consideration for promotion to Professor.

Faculty in the regular faculty track may switch from the Clinician-Educator pathway to the Physician-Scientist pathway at any time.

Switching pathways requires prospective review and approval by the Division Head, Department Chair, and Dean.