

Approved September 2022

Criteria for Appointment and Promotion Department of Laboratory Medicine and Pathology

Preamble

Appointment and Promotion criteria for the Department of Laboratory Medicine and Pathology are based on the Faculty Code of the University of Washington, the UW School of Medicine Appointment and Promotions Guide, and specific responsibilities of Departmental faculty to the School of Medicine, affiliated medical centers and broader community.

The criteria below will guide faculty appointments and promotions in Laboratory Medicine and Pathology. Legacy criteria will be applied indefinitely to existing faculty, including anyone who accepted an offer of appointment prior to approval of these new criteria. Once approved, Department of Laboratory Medicine and Pathology faculty may request to be considered under these new criteria at any time.

The guidelines below embrace a continuum of faculty activities and contributions. They recognize that faculty interests and activities often evolve during the course of a career. Thus, faculty performance will be evaluated across all types of faculty activities defined herein. Departmental A&P Committee membership, in turn, will include faculty in proportion to and representative of each track and pathway described below.

Department Mission

Laboratory Medicine and Pathology is both a clinical discipline and a set of basic and applied biomedical sciences. All faculty members are expected to contribute substantially to the Core mission of the Department and to administrative activities that enable and promote this mission in the Department, School of Medicine, University and larger community.

Core Mission: To improve health of the public through the diagnosis and understanding of disease. This mission is achieved through excellence and leadership in three broad areas of activity that reflect the professional expertise and contributions of faculty members to the University and more broadly to local, national and international communities. These areas are:

Service: Faculty support a broad range of activities that enable academic excellence, the provision of essential diagnostic services and the development of new approaches to improve and advance clinical diagnostics.

Scholarship: Scholarly activity includes basic research - the scholarship of discovery – as well as the integration, application and dissemination of new information and knowledge. The value of scholarly contributions is determined from quality as assessed by peer review or broad recognition, and impact as assessed by use or dissemination.

Training: Departmental faculty contribute to the education and training of the next generation of clinicians, basic scientists and clinical laboratory scientists through UW School of Medicine and University undergraduate, medical, graduate and post-graduate training courses, programs and activities, and clinical and research trainee mentorship.

A record of accomplishment and sustained, substantial contribution to at least two of the three elements of the core mission are considered sufficient for appointment or promotion.

Appointment and Promotion – Requirements and Process

Each faculty member has a unique professional activity profile, which includes contributions to service, scholarly activity and training, and accompanying administrative activities and requirements. The relative importance of these activities as criteria for appointment or promotion will reflect faculty effort, appointment rank, track, and pathway, together with documented accomplishment. As described below, it is incumbent upon all faculty to regularly track and document their professional activity and accomplishments. The Department shares this responsibility by providing tools to assist faculty in documenting their contributions to service, scholarly activity and training, together with regular peer assessment and mentoring.

Four general requirements guide all appointment and promotion decisions:

Documented accomplishment: An adequately documented record of accomplishment and excellence in contributing to the core mission of the department provides the basis for all appointment and promotion decisions. Documentation and evaluation should be continuous; cover the whole period of appointment; and where appropriate include peer and trainee evaluation. This record of activities and accomplishments should be compiled by each faculty member with consultation and mentorship from the Chair, or their designee.

Equity and inclusion: Scholarship, research, training and service that address diversity, equity and inclusion are valued and appropriate activities for appointment and promotion at all faculty titles and ranks. These activities ensure a diverse, progressive, inclusive and welcoming Departmental community, and provide the best foundation for culturally competent service, scholarly activity, training, and administration.

Professionalism: All faculty members are to conduct themselves with professionalism, dignity, and respect in all interactions. Professionalism includes honesty, integrity, respect, compassion, accountability, and a commitment to altruism in all work interactions and responsibilities as outlined in the UW Medicine Policy on Professional Conduct.

Recognition: Maturing service, scholarly and training efforts are typically accompanied by growing recognition and participation at the institutional, local, national and international levels. Recognition represents an important extension of a faculty member's activities and accomplishments, and provides further objective evidence of faculty development.

Process: The Chair will oversee appointment of a Departmental Appointments & Promotions Committee (A&P Committee), once this committee is established by a vote of the faculty as specified in the Faculty Code. The A&P Committee will assess the appropriateness of faculty members for appointment or promotion. Committee membership will reflect, wherever possible and practical, the proportion of Department faculty in each faculty track and pathway. The Committee will evaluate candidates on the basis of general criteria outlined above and as detailed further below. The process to implement these criteria will be developed by the Committee in conjunction with the faculty and the Department Chair.

Faculty Appointment Tracks: The Department offers Regular track, Research track and Professorial Teaching faculty appointments. We recognize additional types of faculty appointments that are codified in the UW Faculty Code [Chapter 24, Section 24-34], and may be used when appropriate.

A. Regular faculty: This track encompasses a majority of Laboratory Medicine and Pathology faculty whose effort and activities vary in contributing to service, scholarship, training and administration. Regular track faculty hold the same academic titles, follow the same promotion schedules and will be assessed for promotion by the common criteria outlined below.

Among regular track faculty, those who devote substantial effort to the provision of clinical service may elect or be appointed to one of two pathways: as a Clinician Scientist, or as a Clinician Teacher. Faculty appointed to either pathway must document appropriate training and prior experience, and either possess or be able to demonstrate their eligibility for licensure or privileges allowing them to fulfill their anticipated clinical service role.

Faculty who are Clinician-Scientists normally spend proportionally more time on scholarship, less time on clinical service and/or training, while also contributing to administration. Scholarly work will usually emphasize original and collaborative research in which the faculty member plays a major role.

Faculty who are Clinician-Teachers normally spend the majority of their time on clinical service duties and in training activities, with the balance of time spent on scholarship and administration. Scholarly work will usually emphasize clinical, applied, or educational research, including collaborative research.

B. Research faculty: This track encompasses faculty whose primary focus is on research and related training activities. This includes, most often, a focus on the scholarship of discovery, in conjunction with the training and mentorship of undergraduate, graduate and post-graduate research trainees. Research faculty also contribute effort to administrative activities. In contrast to the Regular track, there are no pathways in the Research track. This reflects the primary focus of faculty appointed in the Research track on research, which they must be able to document. Research track faculty must be able to document appropriate training and prior research experience and accomplishments; provide evidence of their ability or potential to secure research funding; and have a history of successful training and mentorship of undergraduate, graduate and post-graduate research trainees.

Faculty Appointment Ranks: Within the Regular and Research faculty tracks, three appointment ranks are recognized: Assistant, Associate and full Professor.

Assistant Professor

Appointment or promotion to the rank of Assistant Professor requires completion of a doctoral degree (typically an M.D., Ph.D., D.V.M. or other appropriate doctoral degree); completion of residency, post-graduate or fellowship-level training, together with demonstrated excellence or clear potential in the provision of training, scholarship, clinical service and/or research. Faculty responsibilities will be defined at the time of appointment, reviewed annually, and modified if appropriate when meeting with the Department Chair. Appointment to this rank demonstrates a commitment of the individual to an academic career and mission of the Department, and of the Department to the individual as defined in the Faculty Code.

Associate Professor

Appointment or promotion to the rank of Associate Professor requires sustained accomplishment and contributions to training, scholarship, clinical service and/or research; and demonstrated regional recognition of faculty activity. Growth in recognition and responsibilities at the institutional/regional levels and to administrative activities are expected.

Professor

Appointment or promotion to the rank of Professor requires sustained accomplishment and excellence in the provision of service, in scholarship and/or research, and in training. Additional important criteria include demonstrated national recognition of faculty activity, as well as administrative responsibilities and contributions commensurate with the rank of Professor. Time in rank alone is not sufficient to justify promotion to Professor.

Evaluation criteria for Appointment and Promotion

The criteria below cover the appointment and promotion of faculty appointed to the Regular and Research faculty tracks. The relative weighting of accomplishments and contributions for each faculty member will reflect their rank, track and pathway at the time of appointment, as well as their faculty roles, activities and accomplishments. Diverse faculty activities and contributions necessitate flexibility and impartiality when weighing and evaluating these contributions to service, scholarship, training and administration when considering appointment or promotion. Flexibility and impartiality when evaluating faculty contributions have the added advantage of fostering innovation and creativity, while ensuring academic freedom.

A record of accomplishment and sustained, substantial contributions to at least two of the three elements of the core mission of the Department are considered sufficient for appointment or promotion.

A. Regular faculty: The general guidelines and examples below are provided to help Regular track faculty assess and document their contributions to assigned responsibilities as part of the core mission of the Department.

1. Service: Service contributions, competence and accomplishment may be documented in several ways, but must in all cases clearly identify activities, percent effort, and impact together with peer review of these activities. The examples below are representative, though not exclusive.

a) Activities: Faculty clinical activities in the Department, hospitals and clinics include case sign out; clinical consultation; clinical laboratory supervision and administration; and the development, evaluation and implementation of new approaches, methods and vehicles to support the full range of clinical services across UW Medicine, our referral and Reference Lab services. Effective contribution to diagnostic laboratory services can be assessed from the extent and quality of these contributions; clinical consultation and interpretation of tests; management of a clinical laboratory section or division; and the development of new or improved diagnostic methods or clinical service program(s).

b) Documentation: Faculty contributions to clinical service must be clearly documented throughout the period of appointment, to include the type of service, with clear recording of the time commitment and case load in readily recognized units where available. Participation in additional referral or consultation services, subspecialty conferences and the development of new services are all desirable, and provide additional evidence of clinical expertise, accomplishment and

recognition.

c) Evaluation: Evaluation of clinical performance should address diagnostic accuracy, as well as the faculty member's fund of knowledge, problem-solving skills, and leadership in the development and provision of new clinical approaches or services. Evaluations should be based on data compiled in the Department and laboratories; from risk management records; as detailed and assessed by relevant Departmental, Section or Hospital Service Chiefs; and as detailed in letters from clinicians and surgeons in the subspecialty area of a candidate and/or faculty peers in the Department. Faculty providing these evaluations should have sufficient contact with faculty member, service and hospital to provide a meaningful assessment of clinical performance.

Service contributions must be clearly and adequately documented to include date(s), responsibilities and time commitment for each activity, and further supported by trainee and peer evaluations of quality, effectiveness and professionalism. Individualized guidelines established in consultation with the Chair or their designee are to be used to evaluate clinical service and productivity in a manner appropriate to the individual's specific activities.

2. Scholarly activity: Independent scholarly activity is a central activity and responsibility of all faculty. Peer-review and dissemination are cornerstones and defining features of scholarship. Scholarly activity of any type mentioned below requires careful and complete documentation in order to serve as the basis for evaluation.

a) Activities. The School of Medicine recognizes the breadth of scholarly activity to include scholarship of discovery, integration, training and practice, as well as different ways to disseminate the fruits of scholarship, as detailed in the 'UW School of Medicine Faculty Appointment and Promotions Guide'. In the Department of Laboratory Medicine and Pathology, scholarly activities are diverse and may encompass, but are not limited to: (1) laboratory-based or informatics-based research for the development of new knowledge in basic, clinical, or applied science; (2) development of training resources for students, residents, fellows and other trainees; and (3) development of new metrics to advance clinical quality improvement and patient safety.

b) Documentation. In addition to a *curriculum vitae* listing of scholarly contributions, a self-assessment of progress and future scholarly activities should be prepared. When appropriate, a record of grant funding specifying dates and amounts of awards should be included. In addition to traditional publications, authorship or editorship of books, book chapters, monographs or electronic equivalents should be documented. Additional means of dissemination of scholarship via pre-prints, the provision of protocols and forums, discussion boards, blogs and other evolving, less traditional forms of dissemination are acceptable. A record of invited presentations, roles in academic and clinical societies and conference organization should be appropriately documented.

c) Evaluation. The independence and broader recognition of scholarly contributions to an area of medicine, science or pedagogy are important measures of the quality and impact of scholarly activity. The most important criteria in assessing independent scholarly activities and contributions of any type listed above are quality as assessed by peer review, and impact as assessed by dissemination or use. Quality and impact are more important than the numerical quantity of contributions. Independent evaluation of activities will be provided by internal and external reviews focused on quality and impact, supported where appropriate by metrics such as access, download, re-use/forwarding, citation and referencing statistics. Sustained productivity can be demonstrated by compiling a portfolio of appropriate documentation, together with a self-assessment of progress and of future activities.

The most important criteria in assessing independent scholarly activities and related contributions are quality as assessed by peer review or broad recognition, and impact as assessed by dissemination or use. Quality and impact are more important than the numerical quantity of contributions. Sustained productivity is expected, and can be documented and demonstrated by compiling a portfolio of appropriate documentation.

3. Training: All Regular track faculty are expected to contribute to the training and mentoring missions of the Department, School, and University. Training activities and initiatives that foster interactions and inter- and transdisciplinary collaboration are of special interest and value.

a) Activities: Examples include organizing and participating in courses, programs and departmental or institutional seminars; mentoring undergraduate and graduate students, residents, fellows and colleagues; and curriculum development to enable training, whether course-based or as part of continuing education or other training program. Other examples of training activities include presentations at online or remote educational events such as workshops, symposia, or courses. Publication (hard copy or electronic) of training materials beyond a course syllabus provides documentation of curriculum development and training activity. Faculty focused on training may also fulfill this activity by substantial involvement in or direction of one or more numbered university courses or equivalent such as direction of a Residency or Fellowship Program, a Graduate or Post-graduate training Program or Continuing Education or related program.

b) Documentation: The School of Medicine's Teaching Portfolio template and Department Yearly Activity Report form provide structured ways to document effort, quality and value of training and mentoring activities including outcomes. Aggregating peer, student or other trainee evaluations is essential. Evaluation scores of the candidate should be summarized for each year and shown in the context of the mean or median values when appropriate. Key items to include in a portfolio or Yearly Activity Report: a statement of training philosophy; documentation of training activities including development of curriculum and resources; summarized scholarly and mentorship activities; associated administrative and professional development activities; and a statement of longer-term goals and plans.

c) Evaluation: Formal evaluation of training activities must be performed annually, and must include evaluation of quality and professionalism, as assessed by faculty peers, students, residents, trainees, and by registered attendees of workshops, symposia, and similar online or remote educational events. Training activities in the context of clinical service or courses can be evaluated by trainees as well as faculty peers, and captured using standard forms that assess quality, appropriateness, effectiveness and professionalism. Evaluation of online training can be made by providing attendee survey results and access statistics.

Training contributions must be clearly documented to include date(s), responsibilities, contribution and the time commitment for each activity; and be supported by trainee, attendee, and peer evaluations indicating training quality, appropriateness, effectiveness, and professionalism.

4. Administrative contributions: Effective administration enables faculty activities and efforts to contribute to the core missions of the Department, School, University and affiliated hospitals.

a) Activities: Examples of Regular track administrative contributions include organization or

administration of clinical, consultative or referral services beyond the direct provision of service; participation in departmental, hospital or institutional committees, including those that oversee research and clinical service, hospital practice, education, and faculty appointments and promotions; participation in efforts to improve the administrative organization, support and infrastructure of the Department and institution (space and equipment; efficiency, integration and organization of clinical laboratories, clinical services or laboratory research services and associated personnel); and participation in departmental or inter-departmental committees that recruit, review and train residents, fellows, students and staff at all levels. Also included are administrative roles and activities that serve the community and professional organizations.

b) Documentation: Administrative contributions must be clearly and adequately documented. Documentation includes date(s), responsibilities or contribution, organization served, and the effort committed to each activity, supported where appropriate by trainee and peer evaluations indicating quality, appropriateness, effectiveness and professionalism. Feedback may also come from SOM, institutional or other peer groups.

c) Evaluation: The scope of contributions, in association with feedback, form the basis for evaluation. It would be expected that over time faculty would move from participation to leadership and from departmental to institutional and national contributions. Selections to administrative positions may augment recognition.

All Regular track faculty are expected to participate in administrative activities that enable the core missions of the Department, School, University and affiliated institutions. Faculty participation in administrative activities should reflect their activity profile, expertise and rank, and should be appropriately documented to allow independent evaluation.

5. Recognition: Maturing service, research, scholarly, training and administrative efforts of Regular track faculty are typically accompanied by growing recognition and participation at the institutional, local, regional, national or international levels. Recognition may be of different types, which reflect the diversity of faculty roles, responsibilities, contributions and accomplishments. Faculty recognition will also reflect the different local, national and international communities and organizations that provide the context for faculty activities. Recognition represents an important extension of a faculty member's activities and accomplishments, and provides one objective measure of faculty development.

Examples of recognition include invitations to lecture or serve as a visiting faculty member; participation in national review or scientific advisory boards such as those convened by federal and international agencies or non-profit organizations; honors and awards that reflect faculty activity and accomplishments; service in local, national or international medical, scientific or professional societies as an officer or organizer; leadership in securing sustained external support for collaborative or translational research including clinical trials; service on Editorial Boards and providing peer-review; participation in specialty or sub-specialty Board certification activities and exams; and participation in continuing medical education (CME) or post-graduate training appropriate to the faculty member's clinical or research training, responsibilities and rank.

Recognition is most effectively and clearly documented by recording of the date(s), responsibilities and time commitment for activities that recognize a faculty member's clinical, service, administrative, research or scholarly and training contributions and accomplishments.

B. Research faculty: There is substantial overlap in the responsibilities and activities of Research and Regular track faculty. The general guidelines and examples provided below highlight aspects of the core mission and activities of Research track faculty that differ in emphasis or amount from Regular track faculty as outlined immediately above. This combination of Regular and Research track criteria for appointment and promotion should allow faculty regardless of track to assess and appropriately document their activities in contributing to the core mission of the Department.

1. Service: Research track faculty typically do not contribute to the clinical service mission of the Department. Should a Research track faculty member, as part of their primary mission of conducting independent scholarly activity, support the development, evaluation or implementation of new approaches, methods and vehicles that contribute to the clinical service mission of the Department, these contributions must be clearly documented.

2. Scholarly activity: Independent scholarly activity is the central activity and responsibility of Research track faculty members. Peer-review and dissemination are cornerstones and defining features of scholarship. Scholarly activity of any type mentioned below requires careful and complete documentation to provide the basis for evaluation.

a) Activities. The School of Medicine recognizes the breadth of scholarly activity to include scholarship of discovery, integration, training and practice, as well as different ways to disseminate the fruits of scholarship, as detailed in the 'UW School of Medicine Faculty Appointment and Promotions Guide'. In the Department of Laboratory Medicine and Pathology, these scholarly activities are diverse, and may encompass, but are not limited to: (1) laboratory-based and/or informatics-based research for the development of new knowledge in basic, clinical, or applied science; and (2) the development of associated training resources for students, residents, fellows and other trainees.

b) Documentation. In addition to a *curriculum vitae* listing of scholarly contributions, a self-assessment of progress and future scholarly activities should be prepared. A record of grant funding specifying dates and amounts of awards should be included. In addition to traditional publications, authorship or editorship of books, book chapters, monographs or electronic equivalents should be documented. Additional means of dissemination of scholarship via pre-prints, the provision of protocols and forums, discussion boards, blogs and other evolving, less traditional forms of dissemination are acceptable. A record of invited presentations, roles in academic and clinical societies and conference organization should be appropriately documented.

c) Evaluation. The independence and broader recognition of scholarly contributions to an area of medicine, science or pedagogy are important measures of the quality and impact of scholarly activity. The most important criteria in assessing independent scholarly activities and contributions of any type listed above are quality as assessed by peer review, and impact as assessed by dissemination or use. Quality and impact are more important than the numerical quantity of contributions. Independent evaluation of activities will be provided by internal and external review. Sustained productivity can be demonstrated by compiling a portfolio of appropriate documentation, together with a self-assessment of progress and of future activities.

3. Training and mentorship: All Research track faculty are expected to contribute to the training and mentoring missions of the Department, School, and University as part of, and in conjunction with, their primary focus on research and independent scholarly activity. Training and mentorship activities that foster collaborative and interdisciplinary research activities are of special interest and value.

a) Activities: Examples include organizing and participating in programs and departmental or institutional seminars; the training and mentoring of undergraduate and graduate students, residents, fellows and colleagues as part of their participation in research projects with a Research track faculty member; and presentations at online or remote research-related training events such as workshops or symposia. Publication (hard copy or electronic) of training materials provides documentation of curriculum development and training activity. Research track faculty may also fulfill this activity by substantial involvement in or direction of Graduate or Post-graduate training Programs or related activities.

b) Documentation: Research track faculty should document training and mentorship activities as part of a Departmental Yearly Activity Report. This should clearly document training and mentorship activities as outlined below.

c) Evaluation: Annual, formal evaluation of training and mentorship activities of Research track faculty must include an assessment of quality and professionalism, as assessed by faculty peers or trainees. Wherever practical, standard forms should be used to evaluate quality, appropriateness, effectiveness and professionalism. Evaluation of online training can be made by providing attendee survey results and access statistics.

Training and mentorship contributions must be clearly documented to include date(s), responsibilities, contribution and the time commitment for each activity; and be supported by peer, trainee or attendee evaluations that assess training or mentorship quality, appropriateness, effectiveness, and professionalism.

4. Administrative contributions: Research track faculty are expected to contribute to activities that support and enhance the research and research training missions of the Department, School, University and affiliated hospitals.

a) Activities: Examples include the organization or administration of research consultative, referral or service cores; participation in departmental, hospital or institutional committees, including those that support and oversee research activities; participation in reviewing faculty appointments and promotions; participation in efforts to improve the organization, support and infrastructure of Departmental and institutional research activities and resources; and participation in departmental or inter-departmental committees that recruit and review residents, fellows, students and staff involved with research at all levels. Also included are administrative roles and activities that serve the larger research community and professional research organizations.

b) Documentation: Administrative contributions must be clearly and adequately documented. Documentation includes date(s), responsibilities or contribution, organization served, and the effort committed to each activity, supported where appropriate by trainee and peer evaluations indicating quality, appropriateness, effectiveness and professionalism. Feedback may also come from SOM, institutional or other peer groups.

c) Evaluation: The scope of contributions, in association with feedback, form the basis for evaluation. It would be expected that over time faculty would move from participation to leadership, and from departmental to institutional and national, contributions. Selections to administrative positions of responsibility may augment recognition.

All Research track faculty are expected to participate in administrative activities that support and enable the research capacity, mission and contributions of the Department, School, University and affiliated institutions. Faculty participation in administrative activities should reflect their activity profile, expertise and rank, and should be appropriately documented to allow independent evaluation.

5. Recognition: Maturing service, research, scholarly, training and administrative efforts of Research track faculty are typically accompanied by growing recognition and participation at the institutional, local, regional, national or international levels. Recognition may be of different types, which reflect the diversity of faculty roles, responsibilities, and the nature of faculty contributions and accomplishments. Faculty recognition will also reflect the different communities and organizations that provide the larger context for faculty research and associated training and mentoring activities. Recognition represents an important extension of a faculty member's activities and accomplishments, and provides one objective measure of faculty development.

Examples of recognition include invitations to lecture or serve as a visiting faculty member; participation in national review or scientific advisory boards such as those convened by federal and international agencies or non-profit organizations; honors and awards that reflect faculty activity and accomplishments; service in local, national or international medical, scientific or professional societies as an officer or organizer; leadership in securing sustained external support for research; service on Editorial Boards.

Recognition is most effectively and clearly documented by recording of the date(s), responsibilities and time commitment for activities that lead to recognition of a faculty member's contributions to research, scholarly, training and mentoring activities and accomplishments.

C. Professorial Teaching Appointments (Teaching Professor, Associate Teaching Professor, or Assistant Teaching Professor): Professorial Teaching faculty devote their effort to the educational and training mission of the Department. These include formal instruction and training, as well as scholarly activity emphasizing areas such as curriculum development, clinical, applied, or educational research. Original research may include collaborative efforts and the creation of original educational materials such as new course materials, new methods of delivery, review articles, textbooks or textbook chapters, software, and related.

Initial appointment at any rank requires: an M.S., Ph.D. or equivalent degree and training where needed to meet professional certification requirements (such as ASCP, NCA, DABCC, etc.); documented evidence of teaching interest, experience and accomplishments in an appropriate clinical or laboratory setting; and demonstrated potential for developing scholarship centered on teaching or training.

Teaching and training contributions require clear and adequate documentation of activities to include date(s), responsibilities or contribution and the time commitment for each activity, supported by trainee and peer evaluations indicating quality, appropriateness, effectiveness and professionalism.

D. Additional Faculty Appointments

Chapter 24, Section 24-34 of the UW Faculty Code provides definition for additional appointments with specific titles.

- a) Individuals who do not meet the requirements for a Regular Track, Research Track or Teaching Professorial faculty appointment as described above may be temporarily appointed as a *Teaching Associate* [24-34.B.12] or *Clinical Instructor* [24-34.B.7]. Both are annually renewable appointments. Individuals may also be temporarily appointed as an *Acting Instructor* [24-34.B.7] or *Acting Assistant Professor* [24-34.B.14], which are annually renewable for a period not to exceed four years.
- b) Appropriate titles of *Affiliate* [24-34.B.8], *Adjunct* [24-34.B.9], and *Clinical* [24-34.B.11] or, under unusual circumstances, *Professor of Practice* [24-34.B.6] are annually renewable appointments for individuals who would otherwise meet the criteria for a Regular, Research or Teaching Professorial appointment, but do not have a primary appointment in the Department. Appointment and promotion of *Affiliate* and *Adjunct* titles will be in accordance with criteria for the appointment and promotion of Regular Track, Research Track or Teaching Professorial faculty. Appointment and promotion of *Clinical* and *Professor of Practice* titles will be in accordance with criteria for appointment and promotion of Regular Track faculty.
- c) *Joint* [24-34.B.10] and *Visiting Scholar* [24-34.B.16] appointments recognize appointment of faculty in the professorial ranks who are faculty in a different department of the UW, or at another institution, respectively.