

UNIVERSITY OF WASHINGTON

DEPARTMENT OF NEUROLOGICAL SURGERY

APPOINTMENTS AND PROMOTIONS CRITERIA

REGULAR FACULTY
CLINICIAN/EDUCATOR PATHWAY

INTRODUCTION

The Clinician/Educator pathway is for academic clinicians in the Regular Faculty track for whom clinical care, teaching, and/or administrative leadership constitute their primary responsibilities and occupy the majority of their time. Individuals in the clinician/educator pathway must also pursue scholarly activities.

Clinician/Educators have the title Assistant Professor, Associate Professor, or Professor.

COMMITMENT TO EXCELLENCE AND EQUITY

In accord with the University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below. The Department actively welcomes and encourages faculty from diverse backgrounds and is committed to diversity in the scholarship of discovery and integration.

APPOINTMENT CRITERIA FOR ASSISTANT PROFESSOR

An individual in this pathway generally devotes the majority of his/her time to clinical care and teaching at one of the University's major approved clinical teaching sites. The individual also must have a scholarly focus. The scholarly focus is usually the scholarship of teaching and the scholarship of integration, but can include original investigation. The individual may also have a substantive administrative role. For purposes of appointment and promotion, administration is defined as leadership of a discrete unit, service or group that contributes to the University's clinical, teaching or research missions. Examples of administrative leadership include but are not limited to being the chief of a medical or academic unit, directing a medical student course or chairing a major committee within the School of Medicine. Leadership in regional or national programs may also be considered as administrative service.

Entry level for faculty appointment on the Clinician/Educator pathway is usually at the Assistant Professor rank. At the time of appointment, Assistant Professors have demonstrated their potential for excellence in clinical care and teaching, and their commitment to an academic career which includes scholarship.

Key Criteria for Appointment to the Assistant Professor as a Clinician/Educator

- M.D. (or equivalent). Must have completed residency training and be eligible for board certification prior to appointment or, equivalent clinical training to meet board certification requirements for foreign trained physicians.
- Excellent clinical competence, documented from residency, fellowship, or practice settings.
- Evidence of substantial teaching excellence
- Demonstrated scholarship

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 by the senior eligible voting faculty within the department and the Department of Neurological Surgery's Appointment and Promotions Committee.

The policy and expectation of UW Medicine and the Department of Neurological Surgery 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 our work interactions and responsibilities.

APPOINTMENT AND PROMOTION CRITERIA FOR ASSOCIATE PROFESSOR AND PROFESSOR

Recognizing that each faculty member has a unique professional activity profile and assigned responsibilities in clinical care, scholarship, teaching, and/or administrative leadership, the relative importance of these activities as criteria for promotion should be aligned with the relative time commitment to each of these activities. Expectations regarding faculty effort and criteria for promotion should be aligned and documented in regular reviews by the Department Chair. Appointments at the ranks of Associate or Full Professor are outlined in the following criteria. Appointment to the rank of Associate Professor of Neurological Surgery is regarded by the University and its faculty as a laudable achievement. Not all faculty will attain the rank of Full Professor.

Key Criteria for Appointment and Promotion to Associate Professor

- Exhibits professionalism
- Outstanding clinical care
- Outstanding teaching
- Dissemination of high quality scholarly work
- Administrative accomplishments when administrative leadership is a substantive part of the faculty member's role
- Local/regional recognition as a clinician, educator, and/or administrator

Key Criteria for Appointment and Promotion to Professor

- Exhibits professionalism
- Excellent clinical care
- Outstanding teaching

- Administrative accomplishments, when administrative leadership is a substantive part of the faculty member's role
- Mature scholarship with national recognition
- National recognition as a clinician, educator, and/or administrator

APPOINTMENT AND PROMOTION CRITERIA FOR ASSOCIATE PROFESSOR AND PROFESSOR

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EVALUATION CRITERIA FOR CLINICIAN/EDUCATOR

Professionalism

Professional behavior is a requirement for appointment and promotion. Expectations include the following:

- Treats colleagues, trainees, patients, staff, and others with respect and fairness
- Committed to honesty and transparency and encourages trust in all interactions
- Works effectively as a team member who is accountable to others, addresses unprofessional behavior, and is considered fair
- Understands own imitations and is willing to accept feedback and make needed corrections
- Manages conflicts of interest and demonstrates an ethical commitment to the profession and the University
- Sensitive and respectful of diversity including other's culture, age, gender, and disabilities
- Maintains patient confidentiality, timely completion of notes and evaluations, and accurate professional fee billing
- Contributes to a culture of safety, including encouraging others to express concerns
- Unbiased acquisition, evaluation, and reporting of scientific information and adherence to University research regulations and principles of authorship
- Excellent citizenship that may include serving on committees, attending divisional/departmental activities/conferences or supporting the academic mission in other ways

Clinical care

Peer clinical evaluations. For promotion as a Clinician/Educator, the faculty member must be an outstanding clinician. Certification by ABNS (or the international equivalent) is required prior to promotion to Associate Professor. Additionally, the following measures will be used to evaluate clinical care: productivity (RVUs relative to peers in subspecialty), clinical results (QI/QA records), observable evolution of a referral practice, collegial relationships, documented regular

participation in departmental clinical conferences and QA meetings. Supportive letters from medical directors, nursing staff, and colleagues will also be required.

Teaching

The evaluation of the Clinician/Educator is based on assessment of: 1) documentation of substantial teaching interactions with students, residents, fellows, and other health care providers; 2) excellent evaluations of those taught and from peers; 3) documented teaching in local and national courses (with particular value placed on learned societies and lesser value placed on industry); and 4) CME feedback. This information should be included in a teaching portfolio. The Department has a template that can be used to document scholarship in teaching. The teaching portfolio should include the following items: 1) Personal information; 2) Description of your teaching philosophy (maximum of 1 page); 3) Details on your teaching activities and your role as an educator; 4) Examples of mentoring; 5) Educational Administration and leadership; 6) Professional development in Education; 7) Regional/National/International recognition; 8) Honors and Awards; 9) Long-term goals; and 10) a list of potential Internal and External Reviewers.

Scholarship

Objective evidence for scholarship is required for faculty advancement. Although Clinician/Educators are not required to be independent investigators, they must demonstrate scholarship by the publication and dissemination of information meeting one of the examples of scholarship provided below. Work that has not been disseminated does not meet the definition of scholarship. Of note, the quality of scholarship is more important than the contributions, course evaluations, peer evaluations.

Examples of scholarship:

- ***Scholarship of teaching:***
 - Development of Clinical Guidelines
 - Authoring or editing educational software, videos or internet courses
 - Establishing new methods to evaluate trainees
 - Formal mentoring/education of residents and fellows, including directing fellowships programs
- ***Scholarship of integration:*** Critical synthesis and integration of existing information such as:
 - Systematic reviews of the literature
 - Authoring book chapters and/or review articles in peer-reviewed journals
 - Editorial board of a peer-reviewed journal
 - Authoring or editing a book or journal

Examples of national recognition of a faculty member's scholarship:

- Membership on a committee of a national organization
- Appointment to a national task force or federal advisory committee
- Creating clinical guidelines for a national organization
- Invited lectures at other institutions or national meetings
- Advocacy at a national level
- Consulting with industry or a government agency (e.g., FDA)

Administration

Effective administration of research, teaching, or clinical programs is crucial to departmental success and must be demonstrated in at least one of those elements when administrative leadership is a substantive part of the faculty member's role.

Evaluation of administrative achievement for promotion to Associate Professor includes local leadership, committee memberships, mentorship of junior faculty, and dedication to the missions of UW Medicine. Evaluation of administrative achievement for promotion to Professor includes local and national leadership, committee memberships, mentorship of junior faculty, and dedication to the missions of UW Medicine. Evaluation for promotion is based largely on specific administrative accomplishments in the areas outlined above.

Professional Recognition

Promotion to Associate Professor requires regional recognition. Promotion to Professor requires national recognition. Professional recognition can be demonstrated in many ways including; awards and prizes, participation on national boards and/or study sections, membership in elected societies, providing peer review, and organizing regional/national/international meetings.

OTHER

Self-assessments

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

- **Clinical care:** 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.
- **Administrative leadership (if applicable):** His/her administrative responsibilities, including goals and achievements.

Switching pathways

Faculty in the regular faculty track may switch from the Clinician/Educator pathway to the Physician-Scientist pathway at any time subject to the approval of the Department of Neurological Surgery and the School of Medicine as described below.

Assistant Professors in the regular faculty track may switch from the Physician-Scientist pathway to the Clinician/Educator pathway prior to having completed four years as an Assistant Professor.

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.

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

The factors with reference to the granting of tenure or for promotion thus far mentioned have to do with the qualifications of the candidate as an individual and may be regarded as the intrinsic factors. Consideration must also be given to the way in which the candidate will fit into the present and foreseeable future of the academic unit. Does there appear to be a place for a candidate with these special interests? Will a given candidate help to bring the academic unit into balance or throw it out of balance? **Does a given candidate demonstrate high standards of professional integrity and conduct, and a commitment to the sharing of academic and administrative duties sufficient to contribute to the achievement of the academic unit's goals?** It does happen that individuals whose performance would otherwise warrant the granting of tenure should not, and cannot, become tenured because the special nature of faculty requirements in the academic unit makes it impractical.