

PROFESSORIAL TEACHING PATHWAY

Department of Pediatrics, University of Washington, Seattle Appointment and Promotion Guidelines

September 2022

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INTRODUCTION

Professorial Teaching Faculty have the title Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor.

In accord with the Department and 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.

APPOINTMENT CRITERIA

Faculty candidates will be considered for appointments within this track because they are not eligible for appointment and promotion in the regular or research tracks. The eligible voting faculty shall take into account the value the Department places upon contributions to teaching.

Individuals in this track may have responsibility for research and scholarship, but their main emphasis is teaching and administration of educational programs. Professorial Teaching faculty can also be engaged in classroom teaching, including didactics and labs, out-of-classroom teaching and mentoring on a regular and continuing basis. This would involve teaching and mentoring of research procedures and skills to undergraduate students, graduate students, residents, fellows, or other faculty, and developing and managing educational programs. Professorial Teaching faculty members are expected to provide evidence of a commitment to trainee learning and competence in their field of instruction. This will be assessed through evaluations provided by faculty equal and senior in rank and by trainees.

APPOINTMENT AND PROMOTION CRITERIA

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 our work interactions and responsibilities.

Entry level for faculty appointment on the Professorial Teaching pathway is

usually at the Assistant Teaching Professor rank. As stipulated in the UW Faculty code the title of Assistant Teaching Professor is a title that requires a demonstration of teaching ability that evidences promise of a successful teaching career. Faculty appointed to this track will have no clinical responsibilities. Within the Department of Pediatrics, the interpretation of what constitutes a 'special' teaching role is broad. It may include other related activities such as Department service and research as long as the aggregate contribution to the Departmental mission of teaching and knowledge dissemination is primary. With this in mind, teaching activities must include substantial effort in continuing education or training, or substantial individual mentoring and/or classroom teaching, AND establishing a leadership role in a program supporting the educational function of the department. Activities may be local, national and/or international.

Key criteria for appointment and promotion to Associate Teaching Professor

- Meets expectations for professionalism
- Excellence in teaching
- Administrative accomplishments
- Local/regional recognition as an educator
- Extensive training, competence, and experience in the discipline
- Ongoing and consistent scholarly productivity in a focused area

Key criteria for appointment and promotion to Teaching Professor

- Meets expectations for professionalism
- Excellence in teaching
- Administrative accomplishments
- Leadership in teaching
- National recognition as an educator
- Record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field
- Ongoing and consistent scholarly productivity in a focused area

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.

Teaching

The evaluation of the Professorial Teaching Faculty is based on assessment of: 1) the quality and value of teaching interactions with all learners, including students, residents, fellows, practicing physicians, and other health care providers; 2) development of innovative education programs, projects, resources, materials, and methods; and 3) effectiveness as an administrator or leader of an education-oriented program.

Teaching evaluations. Inclusion of any and all formal evaluations of teaching and mentoring in all venues is the responsibility of each faculty member. Teaching portfolios must include teaching evaluations from every year since appointment or last promotion. 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 influence of the mentoring on the person's career.
- Teaching evaluations for courses and individual lectures.

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 of Pediatrics Promotions Committee and by the voting faculty in the Department who are greater in rank.

Scholarship

All candidates for promotion in the professorial teaching track are expected to

demonstrate scholarship in their record and to be reviewed by their colleagues on the basis of this evidence.

Examples of Scholarship in Teaching Professorial Promotion Packets (see also Faculty Code Section 24-34 B. 4. for additional examples) – beyond the traditional research/scholarship of publishing research or education articles in peer reviewed journals

- Authoring/co-authoring textbooks
- Authoring open source resources for students and/or faculty to support teaching/learning
- Developing new or revising current courses and demonstrating integration of new pedagogical methods or new evidence into course objectives, content and/or evaluation
- Developing or re-envisioning curriculum in own unit or in collaboration with other units
- Presentation at national meetings of teaching in specialty
- Participating as principal investigator or co-investigator on grants focused on education in specialty
- Serving as a peer reviewer for disciplinary or education journals
- Serving as a conference planning committee member for disciplinary teaching
- Participation in regional or national task forces on education in area of focus
- Invited presentations (individual and/or panel) on pedagogy
- Writing a column in professional journal on pedagogical scholarship in discipline
- Performing accreditation visits for professional education organization to other Colleges/Universities
- Invited talks or consultation at other educational institution
- Developing reports, white papers in field
- Developing and leading study abroad programs for UW students

Administration

Administrative responsibilities of faculty members in the Professorial Teaching pathway may vary based on role. 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 evaluation from administrative supervisors or colleagues.

OTHER

Self assessments

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

- **Teaching:** Teaching/mentoring philosophy and teaching/mentoring responsibilities and goals.
- **Scholarly activities:** The focus of scholarly activities and the relationship of

scholarly activities to their teaching.

- **Administration:** Administrative responsibilities, including goals and achievements.