

Department of Pathology Appointments and Promotions Criteria

Pathology is both a medical science and a clinical discipline. The Department of Pathology at the University of Washington has an extensive, externally supported research program and provides clinical services in anatomic pathology encompassing surgical pathology (both general and subspecialty), cytology, cytogenetics, and autopsy pathology. The Department has responsibility for classroom teaching of pathology to first and second year medical students, dental students and physical therapy students. The Department has a Ph.D. degree-granting graduate program in Experimental Pathology and its faculty participate in several interdisciplinary Ph.D. programs. Faculty of the Department train and teach Residents and Fellows and offer elective courses for medical and Ph.D. graduate students. The primary responsibility of individual faculty members is, in most instances, the provision of clinical service or experimental pathology research. All faculty, regardless of their primary responsibility, are expected to actively contribute to the teaching program and to participate in administrative activities of the Department and the School of Medicine.

The School of Medicine has established a Clinician-Teacher Pathway for faculty whose primary responsibilities are service and teaching. Nevertheless because of the unique relationship between basic science and clinical service in the Department and the diversity of roles played by the faculty, practical as well as philosophical reasons make it preferable to keep a majority of faculty under a single, broadly defined, appointment track. The exceptions are the Research Faculty Track and the Full-Time Clinical Faculty Track, which are kept separate because of their special nature. Maintaining a single track to accommodate faculty in a department that encompasses diverse activities requires that all activities relevant to the Department's mission are recognized and faculty performance in these activities is properly evaluated.

Assistant Professor

Appointment or promotion to this rank requires completion of a doctoral degree and demonstrated excellence or clear potential in diagnostic anatomic pathology and/or investigative pathology (including pathogenesis research, basic biomedical research and translational research). Responsibilities of faculty in these areas, as well as teaching and administration, should be defined at the time of appointment. These responsibilities will be reviewed and modified if appropriate at an annual meeting with the Chair of the Department. Post doctoral research experience or completion of residency training are required for appointment at this rank. This requirement may be waived under special circumstances. Fellowship training may be highly desirable or required for individuals who may perform diagnostic duties in specialized areas. An initial appointment to this rank demonstrates a clear commitment of the individual to a long term academic career and of the Department to the individual.

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Associate Professor

Appointment or promotion to the rank of Associate Professor in the Department of Pathology requires: 1. Excellence in the provision of clinical services; 2. Substantial record of independent research (or collaborative research if the individual plays an essential role in the activities) as measured by the development of new knowledge through basic or translational research; published in academic peer-reviewed journals; 3. Active participation in the teaching mission of the Department of Pathology, publication of texts and development of educational programs related to pathology can receive consideration in this category; 4. Recognition and responsibilities at the institutional/regional or national level; 5. Contribution to the administrative functions of the Department, the School of Medicine, the University of Washington and its affiliate institutions

A record of excellence in two of items 1-3 (service, research and teaching) may be considered sufficient in most cases, but documentation of scholarship (defined below) is required. Excellence in teaching is greatly encouraged. Items 4 and 5 are important accessories to the decision process.

Professor

Appointment or promotion to the rank of Professor in the Department of Pathology requires outstanding performance in two of the following three items: 1. Diagnostic pathology; 2. Investigative pathology; 3. Teaching. Regional, national or international recognition and administrative responsibilities are important criteria to evaluate suitability for promotion to the rank of Professor. Service, scholarly achievements and teaching effectiveness are expected to be at a higher level than that of Associate Professor.

Documentation and evaluation of performance

Documentation and evaluation of a faculty member's contributions throughout the period of appointment constitute the most useful record to assess sustained faculty accomplishments at the time of promotion. Letters from external referees are particularly important in the assessment of scholarship, impact of work, and level of recognition of candidates for appointment as promotion.

1: **Clinical service**- Clinical excellence, competence and accomplishment may be documented in several ways, but must, in all cases, include documentation of the faculty contribution to diagnostic or clinical services and a review of performance by faculty of

the Department of Pathology as well as other Departments of the School of Medicine, as appropriate in each individual case.

a) **Clinical service documentation:** A faculty member's continued contribution to clinical service must be clearly documented throughout the period of appointment. Specific information to document the provision of clinical service should include a description of the type of service and a clear recording of the time commitment and, where appropriate, case load in readily recognizable units and all other items included in the Faculty Annual Report form. Participation in pathology referral or consultation services, participation or organization of subspecialty conferences and the development of new anatomic pathology services should be identified and documented as well. These types of activities, in addition to regularly scheduled clinical responsibilities, provide an important indication of clinical expertise and accomplishment.

b) **Review of clinical performance:** Evaluation of clinical performance should address diagnostic accuracy, timeliness of diagnostic work, and volume of work, as well as the faculty member's fund of knowledge, problem-solving skills, and leadership in the development of new diagnostic approaches. The evaluation will be based on computerized data compiled in the Department of Pathology, risk management records, a letter from the Unit of Anatomic Pathology at UWMC or the directors of Pathology units at HMC, VAMC and CHRMC and letters from clinicians and surgeons in the subspecialty area of a candidate. Candidates are also welcome to solicit letters of evaluation from faculty peers in the Department of Pathology.

2. **Scholarship:** Evidence of scholarly activity may include but is not limited to, publication in peer-reviewed journals, the publication or dissemination of data and results in other peer-reviewed forums (e.g., as abstracts, posters, or oral presentations at meetings); documented participation in clinical trials including institutional or multi-institutional investigation or work focused on specific diseases, diagnoses or therapies; and the development and dissemination of newer forms of scholarship including web-based resources. The most important criteria in assessing these scholarly contributions and efforts are their quality or rigor, evidence of a focused approach to problems and their impact in the field. In general, quality and impact of publications are more important than the number of publications, but a reasonable level of sustained productivity needs to be demonstrated. Senior authorship of papers and/or sustained and focused contributions to clinical research projects are important criteria. Referees (at least 4 external of the University of Washington and 3 from University of Washington faculty) will be asked to provide an evaluation of the candidate's suitability for appointment or promotion.

3. **Teaching:** All pathology faculty members are expected to contribute to the educational mission of the Department and the discipline of Pathology by teaching in the context of clinical practice and in the classroom, mentoring of graduate students, and laboratory instruction of graduate and undergraduate students. Particularly important are teaching initiatives and activities that foster interactions between basic scientists and diagnostic pathologist and may involve Ph.D. graduate students, residents, and fellows. Teaching in any setting should be clearly documented to include the following: classroom instruction should identify the course name and number, dates of offering, number of enrolled

students, and number of contact hours including labs and small group discussion, review or problem-solving sessions. Teaching in the context of clinical service should provide similar documentation of time and effort as specified in the Faculty Annual Report Form.

The documentation of both classroom and clinical teaching must be accompanied by evaluations of the quality and appropriateness of teaching and of teaching effectiveness. This type of evaluation can be provided by student, resident or fellow evaluations of classroom or small group teaching or lectures. Teaching evaluations in the context of clinical service can be provided by residents or fellows, by faculty in the Department of Pathology, or by faculty outside the Department or institution. It is important that faculty members document their teaching efforts and arrange with the Chair, course director or service director for appropriate student or peer evaluations of teaching. Resident evaluation of teaching is done at the end of the rotations and on monthly basis, using standard forms. Publications (hard copy or electronic) of teaching manuals beyond a course syllabus can be considered as a teaching activity included in the mission of the Department of Pathology.

4. **Recognition**: Maturing clinical and scholarly efforts are accompanied by recognition at the institutional, local and national or international levels. These efforts represent an important extension of a faculty member's institutional, clinical and scholarly activity.

Evidence of recognition can include, but is not limited to, the following: external funding for research, invitations to lecture or to serve as a visiting faculty member or lecturer; service on national review or scientific advisory boards such as those convened by the NIH, American Heart Association or other important professional societies; serving on an NIH Study Section or as a member of an NIH Site Visit or evaluation team; service as an officer or organizer in a local, national or international medical or scientific society; sustained external support for research, service on Editorial Boards of recognized journals, participation in institutional clinical review boards (e.g., tumor boards or as specialty clinic or disease service support and review); participation in specialty or sub-specialty Board certification, or participation in continuing medical education or post-graduate training appropriate to the faculty member's clinical training, clinical service and responsibilities; and participation in an advisory or service capacity on clinical or disease registry or clinical investigation or therapy protocols.

In all instances it is important for the faculty member to clearly document the date(s), responsibilities and time commitment for each activity.

5. **Administration**: Effective administration is essential for the mission of the Department of Pathology and its role in the School of Medicine. Thus it is important that all faculty participate in these responsibilities in the Department, clinical unit, hospital and in the UW School of Medicine. Examples of administration include the organization of clinical, consultative or referral services; participation in Departmental, hospital or institutional committees that oversee clinical service and hospital practice, admission, training of residents and fellows or community outreach; efforts to improve the administrative support and infrastructure of the Department and institution (space,

equipment, efficiency and organization of clinical services or laboratory research) and Departmental or interdepartmental committees involved in: Ph.D. graduate student admission and training, management of research and educational activities, and faculty appointments and promotions.

Faculty members should document their administrative contributions as indicated in the Faculty Annual Report form and seek, where appropriate, peer, trainee or student evaluation of the effectiveness and impact of these efforts.

Other Appointments

Acting Instructor

This is an entry level, temporary appointment. The appointment is annual with renewals up to four years in the rank. For *faculty primarily engaged in research*, this appointment allows the individual to apply for research grants with permission from the Chair. It is intended to help start independent careers of investigators but does not imply a University or Departmental commitment to future employment. Acting Instructors who receive research awards become competitive candidates for job applications at other institutions. For *faculty primarily engaged in clinical work*, this appointment allows completion of training and securing Board Certification.

Instructor

The title "Instructor" is no longer used at the University of Washington.

Acting Assistant Professor

This is a temporary appointment with annual renewal up to four years in the rank (a sequential Acting Instructor and Acting Assistant Professor appointment should not exceed a total of six years). This appointment does not imply a University or Departmental commitment to future employment, but faculty at this rank can be proposed for appointment to the regular track at any time. This appointment allows faculty to obtain grants and develop their research and teaching programs (for faculty primarily engaged in research) or complete clinical training, frequently involving a subspecialty area (for faculty primarily engaged in clinical activities).