



FACULTY APPOINTMENTS AND PROMOTIONS

DEPARTMENT OF BIOMEDICAL INFORMATICS AND MEDICAL EDUCATION UNIVERSITY OF WASHINGTON

Appointments and promotions are contingent upon demonstrated excellence in teaching, research and service appropriate to rank as described below. Excellence must be demonstrated in each area. Assessment of excellence is weighted proportionately to the amount of time spent in each activity. See the [School of Medicine Faculty Appointments and Promotion Guide](#).

OVERVIEW: PROFESSIONALISM AND DIVERSITY

Professionalism (All Ranks):

The Department values open and respectful communication, teamwork and empathy, and integrity in work and interpersonal interactions. The Department of Biomedical Informatics and Medical Education (BIME) is committed to upholding the UW Medicine Policy on Professional Conduct, approved November 21, 2016 thus disrespectful, retaliatory, or disruptive behavior is considered grounds for a negative annual review and will be considered in the appointments and promotions process. Professionalism as defined in the 2016 policy includes demonstrating 1. excellence, 2. respect, 3. integrity, 4. compassion, 5. altruism, and 6. accountability in all endeavors. Criteria for ethical and professional behavior in general and in each of these 6 areas are described in the UW Medicine Policy on Professional Conduct (in appendix and at URL: <http://www.uwmedicine.org/global/policies/pages/professional-conduct.aspx>)

As ethical academic professionals, BIME faculty are expected to comply with all federal, state, and local policies, to demonstrate research integrity, and to act in accordance with professional standards as laid out by AAMC and AMIA and UW Medicine.

As appointed academic leaders in the medical school, all BIME faculty are expected to be positive role models to colleagues and trainees, addressing unprofessional behavior and working constructively to support departmental and institutional priorities. Faculty should strive to actively use and model self-reflection in response to challenging interactions with peers, trainees, staff and patients. BIME faculty are additionally expected to act responsibly and effectively, offering timely feedback, accepting constructive feedback, and adjusting behavior to strive for the utmost integrity.

Diversity and Equity (All Ranks):

Per UW Faculty Code: "In accord with the University's expressed commitment to excellence and equity, contributions in scholarship and research, teaching, and service that address diversity and equal opportunity **may be included** among the professional and scholarly qualifications for appointment and promotion outlined below." From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-32.

URL: <http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432>

Examples of commitment to excellence and equity through contributions in scholarship and research, teaching, and service that address diversity and equal opportunity that may be found in the CV and other materials (from the University of Washington, Director of the Office for Faculty Advancement: source UC

Berkeley): For example, faculty who have

- engaged in service to increase participation in science, education, humanities, fine arts, or social sciences by groups historically under-represented in higher education.
- contributed to pedagogies addressing different learning styles.
- significant experience in teaching students who are under-represented in higher education.
- research interests in subjects that will contribute to diversity and equal opportunity in higher education.

ASSISTANT PROFESSOR

Appointment shall be based on demonstrated teaching ability and demonstrated potential for significant scholarship in medical education and/or biomedical informatics. The initial appointment will normally be for a period of three years. After a thorough review conducted during the Spring quarter of the second year of the initial three-year appointment, a second three- year appointment may be made. Mandatory review for promotion takes place in the sixth year of appointment.

A. Scholarship

- UWSOM has adopted Ernest Boyer’s expanded model of research, which recognizes 4 types of scholarly work. These include the scholarship of: 1) discovery, 2) teaching, 3) integration, and 4) application. This broader view of research more realistically reflects the full range and value of faculty work. Each of these 4 types of scholarship merit consideration when evaluating faculty for promotion.
- UWSOM defines the scholarship of discovery as “the generation of new knowledge and publication in peer-reviewed publications. The areas of research include basic science, clinical, epidemiological, health services, social sciences, ethics, education, and health care delivery.” This is the type of scholarship that has traditionally been used to evaluate faculty.
- UWSOM defines the scholarship of integration as “the critical synthesis and integration of existing information on a particular question.”
- UWSOM defines the scholarship of teaching as “contribution to new knowledge related to the teaching of medicine.” As Boyer wrote, “teaching must be carefully planned and continuously (and publicly) examined.”
- UWSOM defines the scholarship of application as “scholarly contributions to clinical quality improvement and patient safety important to the mission of UW SoM.” It is the application of science and scientific frameworks to common human problems in order to be socially useful.

B. Evaluation of scholarship is based on:

1. Demonstrated potential for scholarship as evidenced by:
 - a. Peer reviewed journal articles (including formal consortia authorship).
 - b. Peer reviewed non-journal scholarly publications.
 - c. Systematic reviews of the literature, including meta-analyses or Cochrane Collaboration reviews or other review articles (preferably peer reviewed)
 - d. Manuscripts submitted to preprint servers (e.g. BioRxiv). Note: If manuscript is subsequently published in another venue it counts only as one publication
 - e. Abstracts, posters, presentations and workshops at national meetings.
 - f. Peer reviewed educational modules (e.g. MedEdPortal)
 - g. Authorship or editorship of books, authorship of chapters.

- h. Software, inventions or innovations that contribute to the field.
 - i. Scholarship of Application
 - Development of new quality and patient safety metrics and evaluation of their impact on desired outcomes.
 - Development of new analytic tools and methods for assessing quality and safety.
 - Implementation of major clinical initiatives, care pathways and/or other models of care and evaluation of their impact on desired outcomes.
 - Development of innovative approaches and/or guidelines to diagnose, treat, or prevent disease.
 - Application of psychometric principles to increase reliability and validity of locally designed and administered performance examinations and assessments.
 - Implementation of medical education initiatives and impact on programmatic or student outcomes.
 - Application of educational evaluations to increase effectiveness of curricular pathways, courses, clerkships and electives as judged by students, faculty and administrators and measured on international and national surveys (AAMC and other similar surveys).
 - Provision of pedagogical principles to increase clinician-educator mentoring/teaching and research skills as measured by evaluation of the Teaching Scholars Program and Faculty Development initiatives.
 - 2. Funded research or high potential for such funding.
 - 3. Participation in national scholarly activities.
- C. Teaching
- 1. Demonstrated potential and interest in teaching, based on prior experience and/or background.
 - 2. Willingness to be mentored and to work on improving their own teaching effectiveness.
- D. Professional Service and Administrative Responsibilities
- 1. Demonstrated potential to provide competent service within the department and school.
 - 2. Demonstrated potential to participate in national service activities, e.g., ad hoc, paper, conference or grant reviewer.

ASSOCIATE PROFESSOR

Per UW Faculty Code: “Appointment and promotion to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.” Appointment and promotion shall be based on important and independent scholarly contributions to medical education and/or biomedical informatics in addition to demonstrated quality and independence in teaching.

- A. Research
- Research includes the scholarship of discovery, teaching, integration and application (see definitions under Assistant Professor)
 - 1. See products of scholarship under 1. for Assistant Professor

2. Significant contributions to funded research as principal investigator, co-investigator, or author.
3. Growing national recognition as evidenced by:
 - a. Participation in national professional associations which promote research in medical education/biomedical informatics or applications developed in other disciplines applied to medical education/or biomedical informatics.
 - b. Invited addresses and publications.

B. Teaching.

1. Demonstrated quality and independence in teaching as evidenced by, for example:
 - a. Developing excellence in teaching as assessed by learners and colleagues.
 - b. Independence in teaching courses and workshops for students or faculty (e.g, lectures, course chair, workshop chair).
 - c. Seeking funding for training grants and/or instructional, curricular, or programmatic innovations
 - d. Mentoring undergraduate students, medical students, graduate students, postgraduate students and fellows.
2. Contributing to an infrastructure that analytically supports teaching and learning in medicine or biomedical informatics.
3. Dissemination of assessment or program evaluation data to faculty and administrators for purposes of improving student programs.
4. Providing consultation or educational presentations to faculty and administrative leadership on measurement, instructional, and curricular improvements in medical education or biomedical informatics.
5. Presenting workshops or seminars at national/regional professional associations.

C. Professional Service and Administrative Responsibilities.

1. Serve on department, school and university committees and task forces.
2. Provide professional consultation to faculty and school committees.
3. Participate in national professional associations.
4. Serve in peer review/editorial process for publications and conferences including editorial board member or scientific program committee member
5. Serve in grant peer review process

PROFESSOR

Appointment or promotion to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national or international recognition. Appointment or promotion shall be based on scholarly contributions that have significantly advanced the field of medical education and/or biomedical informatics.

A. Research

- Research includes the scholarship of discovery, teaching, integration and application (see definitions under Assistant Professor)
1. See products of scholarship under 1. for Assistant Professor
 2. Funded research as principal investigator or co-investigator and/or author of research grants.
 3. Demonstrated national or international recognition as evidenced by:

- a. Leadership in professional organizations that promote research in medical education/biomedical informatics.
 - b. Editor or editorial board membership on peer reviewed journals.
 - c. Invited addresses at national and international professional meetings, particularly those published in proceedings.
 - d. Citations of publications.
4. Mentoring junior faculty in their development of research and grants.

B. Teaching.

1. Mature and creative leadership in teaching as evidenced by, for example:
 - a. Demonstrated excellence in formal (direct) teaching to students or faculty as assessed by learner and colleague evaluation.
 - b. Leadership in developing and/or implementing courses and workshops (for students or faculty), administering curriculum and instruction, supervising graduate students, and/or providing consultation or educational presentations to faculty on instructional and curricular improvements in medical education or biomedical informatics.
 - c. Leadership within an infrastructure that analytically supports teaching and learning in medicine or biomedical informatics
 - d. Dissemination of assessment or program evaluation data to faculty and administrators for purposes of improving student programs.
 - e. Leadership in consultations or educational presentations to faculty and administrative leaders on measurement, instructional, and curricular improvements in medical education or biomedical informatics.
 - f. Innovations and creativity in teaching and faculty development.
 - g. Grants for training programs and/or instructional, curricular, or programmatic improvement.
 - h. Invitations to give presentations and workshops at other universities and national professional associations.
 - i. Mentoring undergraduate students, medical students, graduate students, postgraduate students and fellows.
2. Mentor to junior faculty to improve their teaching skills.
3. Leadership in national professional associations which promote teaching improvement in medical education/biomedical informatics.

C. Leadership and Professional Service and Administrative Responsibilities.

1. Leadership in department, school and university.
2. Service on peer review boards (journals, scientific meetings, professional associations, funding agencies, particularly at leadership level (e.g., study section member/chair, scientific program committee chair/co-chair/track chair, journal editor)
3. Professional consultation to faculty, other institutions, and medical education organizations.

RESEARCH FACULTY TRACK

Research titles designate appointments for faculty whose primary responsibility is research. Appointment to a position with a research title requires qualifications corresponding to those prescribed for that rank (described above). Research professors, research associate professors, and research assistant professors are eligible for appointment to the Graduate Faculty, are expected to take active roles in generating research

funding, and are eligible to act as Principal Investigators for grants and contracts. Research faculty may participate in the regular instructional program but are not required to do so, except insofar as required by their funding source. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-35](#))

TEACHING PROFESSORIAL TRACK

For faculty on this track we will be assessing appointment and promotion primarily applying BIME specific criteria for assessing teaching specific to each rank as per above. If a faculty on this track has funding for practice (professional service or administrative responsibilities) and/or research in addition to teaching, then these areas will be evaluated using BIME criteria for scholarship and practice weighted proportionate to the amount of time spent in research during the period of time under consideration for appointment or promotion. We will apply UW faculty code (in italics below) with clarifications as noted in regular font. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34](#))

Section 24-34 Qualifications for Appointment at Specific Ranks and Titles

B.3. Appointment to one of the ranks in Subsection A above with a teaching title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching. Such an appointment requires completion of professional training appropriate to the teaching, scholarship, and service requirements of the position. Appropriate degree requirements shall be determined for each position by the college, school, or campus making the appointment. Tenure is not acquired under teaching appointments.

Teaching professor, associate teaching professor, and assistant teaching professor appointments are term appointments for periods not to exceed the limits specified in Section 24-41. The question of their renewal shall be considered by the voting faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a teaching professor. Such consideration shall be conducted in accord with the provisions of Section 24-53.

This means there is no mandatory promotions in the Teaching Professorial Track. The appointment terms are of variable duration as outlined below per faculty code Section 24-41:

- Assistant Teaching Professor: minimum of 1 year, not to exceed 5 years.
- Associate Teaching Professor: minimum of 1 year, not to exceed 7 years, standard term is 3 years
- Teaching Professor: minimum of 1 year, not to exceed 10 years, standard term is 3 years

Teaching professors, associate teaching professors, and assistant teaching professors are eligible for appointment to the graduate faculty, and are eligible to act as principal investigators for grants and contracts.

a) Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career. See BIME specific criteria for Assistant Professor – Teaching: Section C, Subsection 1-2

b) Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline. See BIME specific criteria for Associate Professor – Teaching: Section

B, Subsection 1-3

c) Appointment with the title of teaching professor requires a 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. See BIME specific criteria for Professor – Teaching: Section B, Subsection 1-3

B.4. Individuals appointed to one of the titles in Section 1-3 above may demonstrate their scholarship in a variety of ways (Section 24-32), including but not limited to: introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publication, such publication shall not be required. See BIME specific criteria for BIME specific example Assistant Professor – Teaching: Section C, Subsection 1-2; Associate Professor – Teaching: Section B, Subsection 1-3; Professor – Teaching: Section B, Subsection 1-3

TEACHING ASSOCIATE

Appointment with the title of teaching associate is made to a non-student with credentials more limited than those required of an instructor. Teaching associate appointments are annual, or shorter; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34](#))

JOINT APPOINTMENTS

A joint appointment recognizes a faculty member's longterm commitment to, and participation in, two or more departments. A joint appointment may be discontinued only with the concurrence of the faculty member and the appointing departments. One department shall be designated the primary department and the others secondary, and this designation can be changed only with the concurrence of the faculty member and the appointing departments. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department, but may be proposed by the secondary department(s), and all actions must have the concurrence of the secondary department(s). A faculty member who has the privilege of participation in governance and voting in the primary department may arrange with the secondary department(s) either to participate or not to participate in governance and voting in the secondary department(s). This agreement must be in writing and will be used for determining the quorum for faculty votes. The agreement can be revised with the concurrence of the faculty member and the department involved. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34](#))

ADJUNCT FACULTY

University Policy: An adjunct appointment is made only to a faculty member (including one in a research professorial rank) already holding a primary faculty appointment in another department. This title recognizes the contributions of a member of the faculty to a secondary department. Adjunct appointments do not confer governance or voting privileges or eligibility for tenure in the secondary department. These appointments are annual; the question of their renewal shall be considered each year by the faculty of the

secondary department. Consideration for promotion, tenure, salary increase, or leave are handled in the primary Department. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34](#))

Department Policy: An adjunct appointment is offered to a faculty member of another department based on an ongoing demonstrated commitment to enhance the Department's teaching and/or research and/or service programs.

Appointment and Renewal: Adjunct, affiliate and clinical appointments are made to formalize the relationship between the individual and the Department in order to assure continuing benefits to both. Adjunct, affiliate and clinical faculty must be coordinating with a Departmental faculty sponsor who serves as liaison between the external faculty member and the Department. Adjunct, affiliate and clinical faculty must confer with their sponsor each year to discuss plans for the coming year prior to preparing the annual summary of activities. Initial appointment and annual review is by the eligible voting faculty. The submission of an annual summary of activities of the previous year's activities as well as plans for the upcoming year by the adjunct, affiliate or clinical faculty member is required prior to this vote. If no annual summary is received, the appointment will be dropped after a one-year grace period.

AFFILIATE FACULTY

University Policy: Appointment with an affiliate rank requires qualifications comparable to those required for appointment to the corresponding rank. It recognizes the professional contribution of an individual whose principal employment responsibilities lie outside the colleges or schools of the University. Affiliate appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34](#)).

Department Policy: An affiliate appointment is offered to an individual whose principal employment lies outside the colleges or schools of the University based on an ongoing demonstrated commitment to enhance the Department's teaching and/or research and/or service programs.

See Adjunct Appointment and Renewal Criteria CLINICAL

FACULTY

University Policy: A clinical appointment in the appropriate rank is usually made to a person who holds a primary appointment with an outside agency or non-academic unit of the University, or who is in private practice. Clinical faculty make substantial contributions to University programs through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction of students in practicum settings. Clinical appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held. ([From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34](#)). The expectations of clinical faculty is the same as that of affiliate faculty.

Department Policy: The expectations of clinical faculty are the same as that of adjunct faculty.

See Adjunct Appointment and Renewal Criteria

Previous version effective academic years 2015-16, 2016-17

- Edits to incorporate language regarding diversity and equity
- Faculty Discussion Dates: 7/14/15 (MEE) and 7/16/15 (BHI)
- Faculty vote approved: September, 2015
- School of Medicine approved: October, 2015

Previous version effective academic year 2017-18, 2018-19, 2019-20

- Edits to incorporate revised guidelines regarding professionalism
- Faculty Discussion Date: 11/10/16
- Faculty vote approved: March, 2017
- School of Medicine approved 8/22/17

Current version effective academic year 2020-21

- Edits to incorporate revised SOM guidelines for scholarship of application and BIME edits regarding pre-print servers and consortia authorship
- Faculty Discussion Date: 7/11/19, 8/8/19
- Faculty vote approved: 9/6/19
- School of Medicine approved: 1/29/20

Proposed changes effective academic year 2021-22

- Edits to incorporate more stringent AAC criteria for affiliate faculty and MEE criteria for Scholarship of Application
- Faculty Discussion Date: 8/6/20
- Edits to incorporate the new Teaching Professional Track
- Faculty Discussion Date: 12/17/21
- Faculty vote approved: 02/18/21
- School of Medicine approved: 4/12/21