

University of Washington Department of Surgery Professorial Teaching Faculty: Criteria for Appointment and Promotion

The University of Washington Department of Surgery Mission Statement:

The Department of Surgery will provide compassionate and high quality patient care, train future generations of surgical leaders and conduct research in a collegial environment which embraces diversity and promotes inclusiveness.

Introduction

An individual being considered for appointment to the Department of Surgery as an Assistant Teaching Professor or Associate Teaching Professor faculty member, or a faculty member who is being considered for promotion in the Department as an Associate Teaching Professor or Teaching Professor faculty member, must meet the criteria for the proposed rank as set forth below. Faculty candidates without terminal degrees will be considered for appointments within this track because they are not eligible for appointment and promotion in the regular or research tracks. Faculty candidates with terminal degrees might be appointed in this track if they will hold an appointment for limited, specialized, part-time, or temporary roles in teaching. The eligible voting faculty shall take into account the value the Department places upon contributions to teaching, instruction and research. Appointments in the professorial teaching track made through a national search may be either on an annual or multiple-year term (up to five years), the reappointment decision being made in the final year of their appointment term. Appointments not made through a national search will be for part-time teaching faculty and permitted on a limited, exception basis for unanticipated short notice instructional needs for full-time appointments.

Individuals in this track may have responsibility for research and scholarship, but their main emphasis is instruction. Professorial Teaching faculty are 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. 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.

All faculty members in the Department of Surgery are expected to exhibit professionalism as a part of their duties and responsibilities, and in order to be eligible for appointment and promotion. As described in the UW Medicine Policy on Professional Conduct, professionalism encompasses a commitment to excellence, humanism, accountability, and altruism. Faculty members in the Department are expected to demonstrate professionalism in all aspects of their work including everyday duties and responsibilities. For promotion to each successive rank in the Department, a faculty member is expected to grow in his or her fulfillment of this commitment and to be or become a role model for professionalism. Demonstrated growth in professionalism may occur in any aspect of a faculty member's work, including formal or informal leadership; mentoring; service activities for the Department, School or University; and the core mission activities of teaching and research, including, if applicable, engagement in activity designed to remove barriers and increase participation by groups historically under-represented in higher education. Annual or

semiannual faculty reviews will include an evaluation for professionalism, and these reviews will be included in promotion materials for the departmental Appointments and Promotions Committee. In addition, consistent with the University's expressed commitment to excellence, equity, diversity, and inclusion, contributions in scholarship, teaching, and service that address diversity and equal opportunity should be included among the professional and scholarly qualifications for appointments and promotion outlined below.

Assistant Teaching Professor:

As stipulated in the UW Faculty code the title of Assistant Teaching Professor is an instructional title that may be given to an individual having a 'special' instructional role. Faculty appointed to this track will have no clinical responsibilities. Within the Department of Surgery, the interpretation of what constitutes a 'special' instructional 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 instruction and knowledge dissemination is primary. With this in mind, instructional activities may include substantial effort in continuing education or training, or substantial individual mentoring (including research instruction) and/or classroom teaching, or establishing a leadership role in a program supporting the educational function of the department. Activities may be local, national and/or international.

Associate Teaching Professor:

Appointment or promotion to the rank of Associate Teaching Professor in The Department of Surgery requires evidence of productivity and advancement in teaching and at one of two other areas, scholarly productivity or research. Demonstrated high standards of professional integrity and conduct is required at this rank. A candidate for Associate Professor should have developed a reputation beyond the School of Medicine as well as be recognized by peers, supervisors, and reviewing committees within the Department and the School.

Evidence in **teaching** includes a substantial record of excellence in teaching, and substantial progress in developing teaching and mentoring programs, writing scholarly manuscripts or chapters in textbooks, and/or presenting original data regarding teaching effectiveness or other aspects of the educational mission of the Division/Department. They will have begun to receive recognition from outside the University for their contributions, and will have a documented record of successful teaching, and of participation in local, regional, and national organizations. Evidence of teaching also includes faculty who have exceptional skills in a unique discipline or procedure deemed essential by the department, and who have imparted the techniques to appropriate trainees.

Evidence of **scholarship** should be present as outlined in the Department's Elements for Appointment and Promotion of Regular Faculty. No fixed minimum number of publications, monographs, chapters, teaching syllabi, or other materials is required, but the number and quality should give evidence that the candidate is in an accelerated phase of their career and shows promise of continued independent scholarship and productivity. A candidate will typically have begun to receive recognition from outside the University for their contributions, and will have a record of participation in local, regional, and national organizations.

Evidence of **research** includes grants, contracts, services agreements and other endeavors that advance the systematic investigation into the study of materials and sources in order to establish findings and reach conclusions. No fixed number of grants, contracts, agreements for services, or

other materials is required, but the quality and collaboration across disciplines should give evidence that the candidate is in an advanced phase of their career and shows promise of continued research whether as principal investigator or key senior personnel. A candidate will typically have begun to receive recognition in the research community outside of the University for their contributions, and will have records of collaboration locally, regionally and nationally.

Further criteria for this rank represent an extension of those defined for the rank of Assistant Teaching Professor, and is reserved for those who have extensive training, competence, and experience in their discipline. There should be evidence of specialization and recognition in the form of, for instance, extramural funding, invitations to present or instruct in the area of specialization as well as sustained evidence of scholarly activity which can include instructional materials, published works or implementation of innovative technical advancements.

Teaching Professor:

Promotion to the rank of Teaching Professor in The Department of Surgery requires that in addition to substantial and sustained scholarly and instructional effort, promotion to Teaching Professor depends on evidence of broad and sustained contributions to instruction and mentorship beyond the department. It is assumed the candidate's contributions are grounded in a sustained record of teaching excellence within one or more sections in the Department of Surgery.

The Department expects evidence of excellence in instruction which is demonstrated by outstanding success in curricular design and implementation, instruction, research, trainee mentoring, scholarship, and service and leadership to the Department, School, University and field. Further development and documentation of significant teaching effectiveness and ability, beyond those expected for Assistant and Associate Teaching Professor, are required at this level.

In addition, high levels of academic service and leadership can be considered in evaluating contributions. Examples of such activities that would support the promotion to Teaching Professor could include leadership roles within national organizations, service on the editorial boards of major journals within the candidate's field, and awards or to her forms of regional or national recognition.

Evaluation of Assistant Teaching Professor and Associate Teaching Professor productivity for the purposes of promotion may include, among other things:

- Instructional evaluations from trainees and faculty equal and senior in rank.
- Evidence of the impact of the candidate's work as evidenced by contributions to curriculum, research, including the number of citations found through PubMed, MedEdPORTAL, Google Scholar, ISI Web of Science[†], or similar sources.
- A publication record that includes contributions as first/senior author. This includes peer reviewed publications that may not be indexed by PubMed, and contributions to the curriculum that contribute to education such as book chapters, syllabi, review articles, video tutorials. Quality of the publications is equally or more important than quantity.
- Positive evaluation of education and research productivity, quality and impact in letters from independent, recognized experts in the candidate's specialty area.

- Service on editorial boards of major journals
- Leadership roles within regional and national organizations
- Service as a Principal Investigator on funded grants and contracts.
- Major scientific contributions to education or research in other laboratories/programs. When this work is not performed as principal investigator, a statement of the candidate's role on the design and conduct of the project should accompany the promotion packet.

April 13, 2021