



## DEPARTMENT OF OBSTETRICS AND GYNECOLOGY CRITERIA FOR PROMOTION

**Approved January 2024**

### I. GENERAL STATEMENT

We adopt the policy of both the University of Washington School of Medicine Appointments and Promotions Guidelines and the School of Medicine Faculty Code and Governance Guidelines. The principal function of the University is to preserve, increase, and transmit knowledge.

Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The faculty members may be judged by the character of their advanced degrees and their contribution of knowledge in the form of publication and instruction. Some elements in evaluating the scholarly ability of faculty members include the quality of their published work, variety of intellectual interest, the receipt of grants, awards, their success in directing productive work, their participation and leadership in professional associations, in editing of professional journals, judgement of professional colleagues and membership on boards and committees.

The education function of the University and our department requires faculty who can teach effectively. Faculty participation in academic advising, courses, and curriculum development are considered major activities related to teaching.

The University and the department encourage faculty participation in public service, University, school, and departmental committees. Of similar importance is the faculty's participation in administrative tasks.

It is to be recognized that our department has its own unique position in relying heavily on clinical activities. We consider of importance the clinical duties, special training programs, and continuing education activities of the faculty.

Promotion to a higher rank should be based on evidence of productivity, consistency, and on-going activities.

The research faculty are expected to demonstrate active and consistent scholarship by publication of research reports.

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.

## II. PERSONAL QUALIFICATIONS FOR ALL MEMBERS

A faculty member should possess unusual personal and intellectual integrity. A faculty member should have a free mind and be dedicated to objective truth and its complete presentation.

The University and the department should avoid appointment or promotion of anyone who has personal traits which would negate his or her professional effectiveness or reflect discredit upon the academic profession.

UW Medicine values professionalism among its faculty, staff, trainees, and students in carrying out UW Medicine's mission of improving the health of the public through teaching, research and patient care. Professionalism includes demonstrating excellence, integrity, respect, compassion, accountability, and a commitment to altruism in all our work interactions and responsibilities.

<https://uwmc.uwmedicine.org/sites/PoliciesProcedures/MedDirPnP/Pages/Medical-Staff-Professionalism-Resolution-Process.aspx>

It is the policy and expectation of UW Medicine that UW Medicine faculty, staff, trainees, and students will conduct themselves in a professional manner in all of their interactions with patients, members of the public and the University community, and each other. The purposes of this policy are to promote excellence, integrity and altruism in all of our activities; to assure that all persons are treated with respect, dignity and courtesy; and to promote constructive communication and collaborative teamwork.

## III. GENERAL CRITERIA FOR PROMOTION

Research and teaching are the main pre-requisites for promotion. The accomplishments in research and teaching may vary from one candidate to another, yet both must be present. The clinical activities and professional services are to be considered of importance, but such activities or services in the absence of teaching and research are not an adequate basis for promotion.

### A. Teaching

In evaluation of the candidate's performance in teaching, the following aspects will be considered of importance. Students, resident, Fellows, and peers will be utilized in the evaluation of teaching.

1. Courses (Lifecycle, Seminars, Workshops)
2. CME -University and outside the University.
3. Teaching awards and recognition as an excellent teacher.

4. Mentorship (Mentee Scholarship; Years of work; Quality of Project; Outcome).
5. Completion of institutional and/or national faculty development programs in education (ie. UW Teaching Fellows Program; APGO Scholars and Leaders; CREOG School for program directors)
6. Development and organization of courses or teaching modules.
7. Efforts related to quality improvement in teaching.
8. Peer Teaching Evaluations

B. Research and Scholarship

Objective evidence of scholarship is required for faculty promoted in the pathway in the Department of Obstetrics and Gynecology, and the record of scholarship is particularly important for promotion. The scholarly focus for faculty can be the scholarship of teaching, the scholarship of integration, and/or the scholarship of discovery. In evaluating the candidate's performance in research and scholarship, the following aspects will be considered of importance:

1. Publication in peer review journals or other disseminated forums (i.e. MedEdPortal) with consideration given to the quality of the publication.
2. Senior authorship with the understanding that terminal authors might be considered of the same importance as senior authors. The author's contribution to the publication is to be evaluated.
3. Success in obtaining grants.
4. Other evidence of important or new innovation (Patents; Clinical Trial Design; FDA Application)
5. Participation in national peer review (e.g. NIH review)
6. Membership on a journal's editorial board;
7. Administrative Leadership (Administering NIH grant, Lab directorship, Resident, Medical Student, or Fellowship direction);
8. Curriculum or Program Development, implementation, and outcomes.

C. Patient Care

In evaluating the candidate's performance in patient care, the following aspects will be considered of importance:

1. Quality of Patient Care (special recognition)
2. Initiation and maintenance of new clinical programs;
3. Magnitude of clinical load;
4. Excellent citizenship/professionalism
5. Administrative leadership for the department, School, hospital and the University, including committee functions. (Patient safety/ quality assurance director; division director; leadership of obstetrics standardization and outcomes.)
6. Peer Clinical Evaluations

D. Diversity, Equity and Inclusion

Contributions that promote equal opportunity, diversity, equity, and inclusion are required for academic advancement within the Department of Obstetrics and Gynecology. These achievements will be evaluated as defined below. Evaluation of contributions to diversity, equity, and inclusion consider actions, accomplishments, and plans, not viewpoints or beliefs. All faculty should list contributions and achievements within their School of Medicine formatted CV. Diversity, equity, and inclusion contributions outside the University of Washington will also be considered. These contributions to equal opportunity, diversity, equity, and inclusion can take a variety of forms; examples include:

1. Efforts to advance equitable access to education and outreach at all levels; examples include creative recruitment efforts for training grant candidates, pipeline efforts, innovative recruitment efforts for fellowship and residency candidates.
2. Public service that addresses the needs of diverse populations locally, regionally or nationally, such as educational presentations, media presentations, partnerships with community-based organizations/groups with a goal of improving health, wellness, and health equity in communities, improving translation services and health literacy;
3. Research in an investigator's area of expertise that discovers, documents, and addresses health disparities in vulnerable populations; Educational research focusing on best practices to promote equal opportunity, diversity, equity, and inclusion
4. Mentoring/advising of students, trainees or faculty at all levels: assisting those who are underrepresented in health sciences, underrepresented minorities (URM) or disenfranchised populations;
5. Teaching: incorporating diversity and inclusion training, health disparity, population risk factors, and research findings of URM/disenfranchised groups in core curriculum content;
6. Clinical care: outreach clinics, efforts at remedying healthcare disparities through provision of clinical care.
7. Committee Service: Serving on diversity committees at any level (national, department, division); implementing, creating, and disseminating best practices to promote equal opportunity, diversity, equity, and inclusion.

These contributions towards promoting diversity, equity, and inclusion will be considered in the advancement process and will be evaluated similarly to other forms of scholarship, teaching, clinical activities, and administrative leadership.

IV. PROFESSORIAL RANKS

A. Assistant Professor:

- i. Assistant Professor in the Physician/Scientist Track  
Appointment to the rank of assistant professor requires a completion of a Doctoral degree (M.D., Ph.D., or equivalent). Physicians will be expected to complete a residency in obstetrics and gynecology and in most cases, some post- residency fellowship training. No specific number of publications is required, but at least 5 and preferably more than 10 publications, and an indication of focused scholarly activity which demonstrates the individual's potential for the future should be present (e.g. holding or applying for a career development award).
- ii. Research Assistant Professor  
Individuals appointed or promoted to the research Assistant Professor rank should have an M.D. or Ph.D. degree and have demonstrated skills and potential for research in their area of expertise. Some publications in referred journals and a promise for the possibility of performing as an independent investigator should be noted.
- iii. Assistant Professor in the Clinician/Educator Track  
For appointment or promotion to this rank, the individual should have an M.D. degree or equivalent and should have demonstrated promise of excellence in clinical activities and teaching. A demonstration of potential for scholarly pursuit should be present as represented by prior activities during residency, fellowship training, or post-residency clinical performance.

## B. Associate Professor

- i. Associate Professor in the Physician/Scientist Track  
Appointment or promotion to the associate professor rank requires all of the criteria listed above for assistant professor with these additional requirements: the individual should have been in rank as assistant professor for three to six years (average four to five years), have demonstrated investigative skills that have achieved significant recognition in the individual's chosen area of clinical expertise, have demonstrated outstanding abilities as a researcher, and have demonstrated excellence in teaching. Research scholarship as noted in III is an essential component as judged by the ability to obtain grants, perform as an independent investigator, achieve national recognition for research, and demonstrate scholarly pursuits by being author or co-author on a significant number of peer reviewed publications. In general, these would be expected to exceed 20 in number and high quality, but major variations are possible depending upon the area of research endeavor involved. During the time as assistant professor it is expected that the individual will have taken on administrative responsibilities either nationally, within the School, or within the community and these accomplishments should be judged in making a determination for promotion. Criteria to be considered are listed under III.

ii. Research Associate Professor

Criteria for appointment and promotion at this rank also implies service at the research assistant professor rank for three to six years (average four to five years) and outstanding promise in research as judged by the ability to obtain grants, perform as an independent investigator, achieve national recognition for research, and demonstrate scholarly pursuits by being author or co-author on a significant number of peer reviewed publications. In general these would be expected to exceed 20 in number and high quality, but major variations are possible depending upon the area of research endeavor involved. Teaching activities and administrative roles will also be judged as part of the criteria for promotion.

iii. Associate Professor Clinician/Educator Track

Promotion to the associate professor rank in this track requires service as an assistant professor for three to six years and with demonstrated special skills in clinical areas that achieve regional or national recognition. Strong emphasis will be placed on teaching skills and activities. Administrative responsibilities will also be an important criteria for promotion. While the emphasis on this track is on clinical and teaching skills, scholarly performance is considered important and will be judged as a criteria. It is expected that faculty in the Clinician/Teacher track exceed 6 scholarly projects but major variations are possible depending on area of focus.

C. Professor

i. Professor in the Physician/Scientist Track

Promotion to professor is not a time related event. Thus, promotion to this rank will depend on the individual's demonstration of national or international reputation in their chosen field of expertise, a substantial number of publications, first authorship, co-authorship, second author, or last author and the demonstration of superb teaching abilities and specific strengths in administration at the national, regional, School, or local area.

ii. Research Professor

Promotion to this rank requires an international reputation in the chosen area of research, continued grant support, demonstration of research expertise as measured by a significant number of publications in peer reviewed journals, and demonstration of a leadership role in the international, national, local, or regional research. Teaching skills will also be evaluated and are expected to be superb.

iii. Professor Clinician/Educator Track

Promotion to the rank of professor in this track requires continuing expertise in a specific area of clinical endeavor, generally with recognition at the national or international level. Teaching skills must continue to be superb and a strong scholarly pursuit should be demonstrated. This may be by any of the areas listed in III. The

professor on this track is expected to have a strong administrative responsibility and this may be in the international, national, regional, school, or local areas.