

REGULAR FACULTY TRACK CLINICIAN-EDUCATOR PATHWAY

Department of Pediatrics, University of Washington, Seattle
Appointment and Promotion Guidelines
Proposed Changes 6/16/2014; approved SOM 4/28/2015

INTRODUCTION

Clinician-Educators have the title Assistant Professor, Associate Professor, or Professor.

APPOINTMENT CRITERIA

The Clinician-Educator pathway provides an academic track for clinicians (MD or PhD) on the Regular Faculty track in clinical departments. An individual in this pathway devotes the majority of his/her time to clinical practice and clinical teaching at one of the University's major approved clinical teaching sites. In addition to clinical care and teaching, a Clinician-Educator may also have significant related administrative responsibilities at one of these sites.

The individual generally spends a minority of time devoted to scholarship. The scholarly focus for faculty in this pathway is often the scholarship of teaching and the scholarship of integration, but may also include the scholarship of discovery.

Entry level for faculty appointment on the Clinician-Educator pathway is usually at the Assistant Professor rank. At the time of appointment, Assistant Professors have demonstrated clear potential for excellence in clinical care and teaching, and commitment to an academic career which includes scholarship.

Initial appointment terms are ordinarily for three academic years. In the second academic year, Assistant Professors are evaluated for a second three-year term as Assistant Professor. After evaluation by the Department of Pediatrics Promotions Committee, the senior eligible voting faculty vote on the reappointment, following which the Department Chair makes a recommendation to the Dean regarding reappointment.

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.

Key criteria for appointment and promotion to Associate Professor:

- Meets expectations for professionalism
- Excellence in clinical care and teaching
- Dissemination of scholarly work which may be focused on integration of knowledge in an area of medicine or medical education, rather than traditional scholarship of discovery. This must include peer-reviewed material. Independent investigation is not expected.
- Administrative accomplishments when administration is a substantive part of the faculty member's role
- Local/regional recognition as a clinician, clinical scholar, educator and/or administrator

Key criteria for appointment and promotion to Professor:

- Meets expectations for professionalism
- Excellence in clinical care and teaching
- Ongoing and consistent scholarly productivity in a focused area.
- Administrative accomplishments when administration is a substantive part of the faculty member's role
- Leadership in clinical care (including continuous process improvement), teaching, scholarship, or administration
- National recognition as a clinician, clinical scholar, educator, and/or administrator

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.

Clinical care

Peer clinical evaluations. For promotion as a Clinician-Educator, the faculty member must be an excellent clinician. Peer clinical evaluations are conducted using a structured format adopted by the Department. Evaluations focus on two main areas:

- Medical knowledge, problem-solving skills, management of complex patients, and overall clinical skills
- Professionalism, responsibility, compassion, and management of the psychosocial aspects of illness

At least 15 peer clinical evaluations are requested before reappointment to Assistant Professor and before promotion to Associate Professor or Professor. Peer evaluators are chosen by the Division Head, with input from the faculty member. Peers are faculty who work with the individual in the same clinical setting.. Peer evaluators can be of any academic rank (i.e., Assistant Professor, Associate Professor, and Professor). Some of the faculty evaluators should be outside of the individual's Division.

Teaching

The evaluation of the Clinician-Educator is based on assessment of: 1) the quality and value of teaching interactions with 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. 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.

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

Scholarship

Objective evidence for scholarship is required for faculty advancement. Although Clinician-Educators are not expected to be independent investigators, they must demonstrate scholarship by the publication and dissemination of information meeting one of the examples of scholarship provided below. To be considered scholarship, an activity should advance knowledge. Work that has not been disseminated does not meet the definition of scholarship. Of note, the quality of scholarship is more important than the quantity; however, expertise in a particular area is demonstrated by more than one publication on the topic.

Of note, for the Physician-Scientist pathway, scholarship is primarily judged through the peer review mechanism, manifest by extramural funding, publications in high-impact journals, and presentations at scientific meetings. Scholarship of Clinician-Educators also requires peer-review which can be similar to that for Physician-Scientists: publication in peer-reviewed journals, presentations at scientific meetings, and extramural funding of grants. Alternatively, peer review of scholarship such as curricula, web-based information and video for Clinician-Educators can be accomplished through internal and external letters of evaluation which should be obtained prior to the initiation of the promotion process and independent of the internal and external referee evaluation of the candidate.

Examples of different types of scholarship:

- *Scholarship of teaching*: Contribution to new knowledge related to the teaching of medicine such as development of:
 - New curricula for a new or existing teaching program
 - Materials for in-house use such as resident handbooks Educational software or video
 - Web-based educational information
 - New methods to evaluate the effectiveness of educational programs and the progress of trainees
- *Scholarship of integration*: Critical synthesis and integration of existing information such as:
 - Systematic reviews of the literature, including meta-analyses or Cochrane Collaboration reviews
 - Authoring book chapters and/or review articles in peer-reviewed journals
 - Leading the development of evidence-based clinical guidelines/clinical standard work (CSW)
 - Authoring or editing a book or journal
- *Scholarship of discovery*: The generation of new knowledge and publication in peer-reviewed publications in such areas of research as clinical care, epidemiology, health services, social sciences, ethics, medical/patient education, and health care delivery. Clinician-Educators who collaborate on research studies should meet the criteria for inclusion in publications established by journals: contributing to the generation of the research idea, recruiting patients, conducting chart reviews, participating in data collection and/or analysis, and/or writing up the results for publication.

Evaluating other forms of scholarship:

The Department of Pediatrics values all forms of scholarship by its faculty members. The Department defines scholarship as the generation of new knowledge and/or new integration and insights on existing research. Scholarship includes scholarship of discovery, scholarship of integration and scholarship of teaching. Scholarship also includes the dissemination of this information to others.

1. With the increasing trend toward electronic publication and distribution of information, the Department recommends that the following guidelines for assessing the scholarly value of the three alternative forms of scholarship discussed below be incorporated into the Department's promotion criteria for clinician educators. An important underlying principle is the faculty member's responsibility to provide information about the peer review, dissemination and use of their materials to justify that they are scholarship.

In addition, it is recommended that, when relevant, the Division Chief request that some letters of support for promotion address the importance of these alternative forms of scholarship.

- **Curricula and teaching modules.** To qualify as scholarship, these materials must be peer reviewed, published and disseminated. One such place for publication is MedEdPORTAL, a service of the AAMC which performs peer-review and online publication of accepted materials; faculty members can track the number of downloads of their materials from the site as evidence of their impact. Note: Teaching materials that are not peer reviewed and disseminated will not be considered scholarship.
 - **Social media** (including Facebook, Twitter, blogs and many other forms of communication). Research about social media or meta-data on social media that is published in peer-reviewed journals is an appropriate form of scholarship and will be assessed in the same manner as other studies published in peer-reviewed journals. Note: Faculty use of social media to provide or disseminate information in and of itself will not be considered scholarship.
 - **Quality improvement/clinical guidelines/clinical standard work** performed by faculty as part of their administrative work for the Department of Pediatrics and hospitals within departmental teaching/patient care venues. Publication of QI and clinical guidelines with assessments, for example in the Quality Reports section of *Pediatrics*, is considered scholarship. Note: Participation in these activities itself and the reporting of these activities on local websites are not considered scholarship.
2. **Recognition for collaboration and group authorship.** In 2008, the National Library of Medicine decided to "include the individual names associated with the group authors in MEDLINE/PubMed. Therefore, when a group name is included as an author, the respective group member names appearing in the article will be

acknowledged as collaborators but not associated with authorship.” Such collaborations/group authorship is considered scholarship; however, they must be identified as such by inclusion in the “Other” section (“d” in the SOM format) followed by a brief description of their role as collaborator/group author. Note: Collaborator/group author publications should not be included in the peer-reviewed manuscript section (“a” in the SOM format).

Examples of national recognition of a faculty member’s scholarship:

- Membership on a committee of a national organization
- Appointment to a national task force or federal advisory committee
- Creating clinical guidelines for a national organization
- Visiting professorships, invitation to give Grand Rounds at other institutions, or invited talks at national meetings
- Health advocacy at a national level
- Consulting with industry or a government agency (e.g., FDA) re health-related issues
- Membership on an editorial board or editor/associate editor of a peer-reviewed journal

Administration

Administrative responsibilities of faculty members in the Clinician-Educator pathway range from none to being the primary role of the faculty member. Many Clinician-Educators hold key departmental administrative positions, such as administration of a clinical, teaching, or continuous process improvement program or administration of an entire unit. Administrative responsibilities may be focused in a hospital (Seattle Children’s Hospital, Harborview Medical Center, University of Washington Medical Center, or the Seattle Cancer Care Alliance); the Department of Pediatrics; the School of Medicine or other schools in the University; or other, such as an affiliated clinic such as a UW Neighborhood Clinic.

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:

- **Clinical care:** His/her clinical responsibilities, programs developed, and the relationship of the clinical activities to his/her teaching, scholarly, and administrative roles.

- **Teaching:** His/her teaching/mentoring philosophy and teaching/mentoring responsibilities and goals.
- **Scholarly activities:** The focus of his/her scholarly activities and the relationship of his/her scholarly activities to his/her clinical care and teaching.
- **Administration** (if applicable): His/her administrative responsibilities, including goals and achievements.

Switching pathways

Faculty in the regular faculty track may switch from the Clinician-Educator pathway to the Physician-Scientist pathway at any time as described below. Switching pathways requires prospective review and approval by the Division Head, Department Chair, and Dean.

Assistant Professors in the regular faculty track may switch from the Physician-Scientist pathway to the Clinician-Educator pathway prior to having completed four years as an Assistant Professor.

Associate Professors and Professors in the regular faculty track may switch from the Physician-Scientist pathway to the Clinician-Educator pathway at any time; however, Associate Professors are required to serve a minimum of three years as a Clinician-Educator after switching pathways before being eligible for consideration for promotion to Professor.