

CLINICAL PRACTICE TRACK

Department of Pediatrics, University of Washington, Seattle Appointment and Promotion Guidelines October 2024

INTRODUCTION

Faculty in this track have the title Assistant Professor of Clinical Practice, Associate Professor of Clinical Practice, and Professor of Clinical Practice.

In accord with the Department and University's expressed commitment to excellence and equity, any contributions in scholarship, 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.

APPOINTMENT CRITERIA

The Clinical Practice track provides an academic track for clinicians (MD, DO or equivalent training) in clinical departments. An individual in this track devotes most of their time to clinical practice and clinical teaching at one of the University's approved clinical teaching sites. In addition to clinical care and teaching, a Clinical Practice track faculty member will be engaged in scholarly activities and may also have significant related administrative responsibilities.

Entry level for faculty appointment on the Clinical Practice track 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.

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 of Clinical Practice

- Meets expectations for professionalism.
- Demonstrates excellence in clinical care and teaching.
- Documents administrative accomplishments when administration is a substantive part of the faculty member's role.
- Develops local/regional recognition/reputation as a clinician, educator

- and/or administrator.
- Engages in or supports any type of scholarship.

Key criteria for appointment and promotion to Professor of Clinical Practice

- Meets expectations for professionalism.
- Demonstrates excellence in clinical care and teaching.
- Documents ongoing administrative accomplishments when administration is a substantive part of the faculty member's role.
- Continues leadership in clinical care (including continuous process improvement), teaching, scholarship, or administration.
- Attains recognition outside the University of Washington in teaching or scholarship as a clinician, educator, and/or administrator as evidenced by but not limited to:
 - Disseminating policies and practices that are used externally
 - Leadership on a committee of a regional or national organization
 - Creating clinical guidelines for a regional or national organization or that may be used by other educational institutions
 - Visiting professorships, invitation to give Grand Rounds at other institutions, or invited talks
 - Health advocacy at a regional or national level
 - Significant outreach to professionals at other educational institutions, other health systems or national organizations through invited talks
- Maintains engagement or support of any type of scholarship.

Key criteria for appointment to Emeritus:

Emeritus status is reserved for faculty who have retired from clinical activities and whose clinical, professional service, teaching or scholarly record has been highly meritorious, including sustained and substantial contributions to the missions of the division, department, and school. Emeritus appointments require at least ten years of prior service and achievement of the rank of Associate Professor or Professor.

EVALUATION CRITERIA

Professionalism

Professionalism should be assessed by the Division Head as part of the regular annual review process, using the UW Medicine Policy on Professional Conduct as criteria. A faculty member is rated as consistently meeting professionalism expectations by demonstrating:

- Respect for colleagues, trainees, patients, staff, and visitors.
- Sensitivity and responsiveness to other's culture, age, gender, and disabilities.
- Honesty and transparency and encouraging trust in all interactions.
- Understanding of their own limitations and is willing to accept feedback and make needed corrections.
- 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, good clinical practice, intellectual integrity, and adherence to University research regulations.

Clinical care

Peer clinical evaluations. For promotion, 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 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) and must be faculty physicians. Some faculty evaluators should be outside of the individual's Division.

Teaching

Evaluation of teaching for Clinical Practice track faculty 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 all formal evaluations of teaching and mentoring in all venues is the responsibility of each faculty member. Teaching portfolios must include teaching evaluations from every year since appointment at the University of Washington or last promotion. Such assessments include the following:

- Teaching evaluations from students, residents, and fellows (trainees)
- Teaching of other audiences, including practitioners participating in continuing medical education courses.
- Formal evaluations by persons who have been mentored, as well as evidence of the influence of the mentoring on the person's career.
- Teaching evaluations for courses and individual lectures.

Mentorship

High quality mentorship is a valuable aspect of the teaching academic achievement process that requires dedication and commitment from mentors. Contributions in mentorship include but are not restricted to:

- 1, Participation in scholarship or development oversight committees.
2. Mentorship of individuals as documented by mentee evaluation forms
3. Mentorship can also be documented by:
 - a. Development of institutional policies regarding mentorship
 - b. Publication of mentorship innovations

- c. Mentorship awards
- d. Documented success of mentees

Peer evaluation of teaching effectiveness. The School of Medicine 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.

Scholarship

Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. Scholarship is defined broadly on the Clinical Practice track, and while faculty may choose to demonstrate scholarly activity through peer reviewed publications, this type of scholarship is not required on this track.

Individuals appointed in the Clinical Practice track may demonstrate scholarly activity in a variety of ways. These activities need to be tangible (for example clinical practice guidelines) and documentable (including dates, locations, topics of outreach activities, outcomes), and include, but are not limited to:

1. Novel interventions to improve the quality and safety of clinical care (e.g., QI projects).
2. Introduction of new knowledge or methods into clinical practice through clinical guideline development.
3. Creation or use of innovative teaching or pedagogical methods with opportunities for dissemination to, and feedback from, colleagues.
4. Advocacy in support of child health and healthcare equity, including locally or regionally.
5. Contributions to improve interdisciplinary teaching and teamwork.
6. Participation and leadership in professional conferences, associations and committees.
7. Significant outreach to or collaboration with professionals at other educational/medical institutions to improve health care delivery (local, regional, national or international).
8. Application of new clinical knowledge or methods into practice guidelines towards the goal of excellence in clinical outcomes.
9. Evidence of innovative leadership in clinical practice.
10. Development and dissemination of courses, curricula, or course materials.
11. Receipt of grants or awards.
12. Facilitating clinical research.

Administration

Administrative responsibilities and professional service may be focused in the hospital; the community (e.g., WWAMI); the Department of Pediatrics; or the School of Medicine. Evaluation of the faculty member's performance occurs at the time of promotion (in the form of letters of evaluation) and is based on expectations and goals set annually by the faculty member and the person(s) supervising the faculty member in these administrative activities.

Service contributions should be evaluated by the role, initiation, and accomplishments of the faculty member on committees, in projects, and in groups. Examples of professional service include (not exclusively):

1. Membership in and/or chairmanship of divisional, departmental, school, and hospital clinical committees and/or task forces at a level that is significant to the function of the committee and/or task force.
2. Establishing, implementing and/or directing clinical programs.
3. Participation in regional, national, and international professional societies.
4. Contribution of medical expertise to non-academic organizations or groups (e.g., community, regional and/or national non-profits).
5. Program development in medicine or medical education.
6. Curricula development and implementation.
7. Leadership in Clinical Standard Work.

OTHER

Self-Assessments

As part of the promotion packet, the faculty member describes the following:

- **Clinical care:** Their clinical responsibilities, programs developed, and the relationship of the clinical activities to their teaching, scholarly, and administrative roles.
- **Teaching:** Their teaching/mentoring philosophy and teaching/mentoring responsibilities and goals.
- **Scholarly activities:** The focus of their scholarly activities and the relationship of their scholarly activities to their clinical care and teaching.
- **Administration** (if applicable): Their administrative responsibilities, including goals and achievements.

Switching pathways

Assistant professors on the Clinician-Scholar or Faculty Scientist pathway may switch to the Clinical Practice track prior to having completed four years as an Assistant Professor. Associate Professors and Professors on the Clinician-Scholar or Faculty Scientist pathway may switch to this track as well.

After 4/1/2025, Academic Clinician Faculty may apply for appointment to an open clinical practice faculty position in accordance with the process defined for clinical faculty appointments.

Clinical Practice track faculty are eligible to apply for a move to the Clinician-Scholar or Faculty Scientist pathway, pending availability of a position and meeting those pathways' appointment criteria.

Switching pathways requires prospective review and approval by the Division Head, Department Chair, and Dean.