

Tenure-track, Tenured or Without tenure FACULTY TRACK
PHYSICIAN-SCIENTIST/FACULTY-SCIENTIST PATHWAY

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

Approved August 2025

INTRODUCTION

This is the traditional academic pathway for physicians or PhD (or equivalent; to include JD) faculty in clinical departments. Faculty in this pathway generally spend the majority of time in research; teaching is also an expectation.

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 work interactions and responsibilities.

The tenure-track, tenured or without tenure Faculty track is distinguished from the Research Faculty track by requiring teaching, mentoring, and patient care (if applicable) in addition to excellence in scholarship.

Faculty appointed in this pathway hold the title of Assistant Professor, Associate Professor, or Professor.

In accord with the Department and 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.

APPOINTMENT CRITERIA

Most faculty in this pathway devote the majority of their effort to the scholarship of discovery and must also participate regularly in teaching. Other professional activities can include clinical care (if applicable), administration (if applicable), and other service.

Entry level for faculty appointment is usually at the Assistant Professor rank. At the time of appointment, Assistant Professors must have demonstrated clear potential and commitment for an academic career and must have demonstrated scholarship in a particular area, by having contributed significantly to high-quality, data-based, peer-reviewed publications. In addition, the appointee must have demonstrated success, as evidenced by a funded or scored grant applications for obtaining intramural or extramural funding for their work (typically a K Award or other extramural funding).

The initial appointment term is for three academic years. In their second academic year Assistant Professors are evaluated for reappointment to 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 to a second 3 year term as Assistant Professor.

APPOINTMENT AND PROMOTION CRITERIA

Key criteria for appointment and promotion to Associate Professor:

- Meets expectations for professionalism
- Significant accomplishment in a focused area of research with an increasing level of independent investigation
- Emerging national recognition for his/her scholarship, including extramural grant funding that is not a mentored or career development award.
- Excellence in teaching
- Excellence in clinical care (if applicable)

Key criteria for appointment and promotion to Professor:

- Meets expectations for professionalism
- Outstanding, mature scholarship with significant, sustained scholarly productivity and research funding
- National/international recognition for his/her work
- Recognized as an expert in their research field
- Excellence in clinical care (if applicable) and teaching

Key criteria for appointment to Emeritus:

Emeritus status is reserved for faculty who have retired from clinical or research activities and whose clinical, research, professional service, teaching or scholarly record has been highly meritorious, including sustained and substantial contributions to the missions of the division, department, and school. In general, 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 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.

Scholarship

The criteria by which scholarship/research productivity may be evaluated are:

- Numbers and quality of research publications, including 1st author, senior author and contributory author work. Greater consideration is given to quality (e.g., “high-impact” journals; seminal publications; degree of innovation). Research focus and trajectory are key elements evaluated for promotion.
- Extramural research funding, including dollar amounts, number of grants, and sources of funding
- Professional and/or public impact of work and national or international reputation (e.g., elected membership in professional and research societies presentation of papers, participation in consensus panels and/or study sections, invited lectures, and visiting professorships)
- Teaching quality as measured by the candidate’s trainees’ academic/research achievements.

For appointment or promotion to **Associate Professor**, the candidate must demonstrate significant accomplishment in a focused area of research, including laboratory and/or clinical research with an ***increasing level of independent investigation***. The candidate must have extramural funding for their research defined as an award that is independent and not a career development or mentored award. It is generally expected that active funding will extend beyond the date of promotion.

For appointment or promotion to **Professor**, candidates must have outstanding mature scholarship manifest as: sustained scholarly productivity (both as first author and senior author publications), a sustained record of extramural research funding, and national (and/or international) recognition as an expert in his/her field of scholarly focus.

Outstanding clinical contributions in non-research area such as medical administration or educational accomplishments are considered, but by themselves are not sufficient to merit promotion to Professor in this track.

Teaching

Teaching is an integral part of the tenure-track, tenured or without tenure Faculty track. Evaluation is based on assessment of the quality and value of teaching and mentoring interactions with students, residents, fellows, practicing physicians, and other professionals.

Teaching evaluations. Inclusion of any and 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 or last promotion. 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 impact of the mentoring on the person's career.
- Teaching evaluations for courses and individual lectures.

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 than the candidate.

Clinical Care

Not all faculty on this pathway are required to do clinical care. For those faculty who are engaged in clinical work, evaluation of clinical excellence is an important part of the appointment and promotion process.

Peer clinical evaluations. For promotion as a Physician-Scientist/Faculty-Scientist, the faculty member engaged in clinical work 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 and to Professor. Peer evaluators are chosen by the faculty member and Division Head. Peers are usually faculty who work with the individual in the same clinical setting; clinical evaluations should be by **peers**, not by residents, fellows, nurse practitioners, or nurses. These should be individuals with whom the faculty member has had contact since the last appointment or promotion. Some of the faculty evaluators should be outside of the individual's Division.

Administration

Administrative responsibilities of faculty members in the Physician-Scientist/Faculty Scientist pathway will vary based on roles. Administrative responsibilities may be focused in a hospital; the Department of Pediatrics; the School of Medicine or University; or other.

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 support from administrative supervisors or colleagues.

OTHER

Self assessments

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

- **Clinical care (if applicable):** 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

Assistant Professors in the tenure-track, tenured or without tenure faculty track may switch from the Physician-Scientist/Faculty-Scientist pathway (the traditional pathway) to the Clinician-Scholar pathway prior to having completed four years as an Assistant Professor.

Associate Professors and Professors in the tenure-track, tenured or without tenure faculty track may switch from the Physician-Scientist/Faculty-Scientist pathway to the Clinician-Scholar pathway at any time, but Associate Professors are required to serve a minimum of three years after switching pathways before being eligible for consideration for promotion to Professor, following the criteria of the Clinician-Scholar pathway.

Faculty in the tenure-track, tenured or without tenure faculty track may switch from the Clinician-Scholar pathway to the Physician-Scientist/Faculty-Scientist pathway at any time.

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