

**UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE
DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES**

**FACULTY SCIENTIST PATHWAY
CRITERIA FOR APPOINTMENT AND PROMOTION
Approved 10/27/01, Revised 06/11/2021**

INTRODUCTION

The Faculty Scientist Pathway is for faculty members whose primary commitment is to research and teaching. Faculty members in this pathway may also have clinical and/or administrative responsibilities.

The criteria below are used for appointment and promotion within this pathway in the Department of Psychiatry and Behavioral Sciences.

Consistent with the University's expressed commitment to excellence, equity, diversity, and inclusion, contributions in research/scholarship, teaching, clinical care, and administration/service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

In addition, all candidates for appointment and promotion are expected to meet departmental and UW Medicine expectations for professionalism. Professionalism includes demonstrating excellence, respect, integrity, compassion, altruism, and accountability in all endeavors. Diversity of ideas, perspectives and experiences is integral to our mission. All individuals in our community are responsible for creating a welcoming and respectful environment where every person is valued and honored.

It is the policy and expectation of UW Medicine that all members of our community will conduct themselves in a professional manner in interactions with patients, colleagues in the University community, and the public. Leaders in our community are expected to model, promote, and advocate for a strong and visible culture of professionalism.

Assistant Professor

The candidate must show evidence that s/he has the potential to develop into a distinguished scholar of national reputation; s/he has satisfactorily participated in a teaching program, and should have demonstrated acceptable levels of professional, ethical and collegial conduct as well as, where appropriate, clinical competence. The candidate must meet the professionalism expectations listed below.*

Associate Professor

Appointment or promotion to the rank of Associate Professor requires a record of substantial success in research, teaching and/or system or policy impact. An outstanding record in one of these areas can be considered sufficient. Because clinical service and administrative activity are important dimensions of faculty life in the School of Medicine, these factors will be considered in decisions to recommend appointment and/or promotion to this rank, but are not by themselves sufficient qualifications. The quantity and quality of a candidate's peer-reviewed publications is a key factor considered in decisions for promotion from Assistant to Associate Professor. In evaluating impact for faculty whose work is focused on policy or system improvement, other contributed documents, such as white papers, position statements, or program or implementation guidelines that have wide uptake and substantial influence, are also taken into account. Some evidence of independent investigative work, and of national recognition, is expected. The candidate must meet the professionalism expectations listed below.*

- a. Sine qua non: Research and Scholarly Achievement. The candidate should have made important scholarly contributions in his or her field, usually reflected by publication of research in major peer-reviewed journals, a sustained record of research activity as a major academic commitment. Certain scholarly activities may substitute for part of the research and peer-reviewed publication requirement, e.g. the development of important new computer programs or applications, highly innovative clinical programs, contributions to policy, system, or program development, important new clinical assessment tools, training curricula, implementation guidelines, and authorship of books or policy papers that become standard in his/her field or lead to a paradigm shift. In this case the value of these efforts as scholarly accomplishments must be demonstrated by a peer-review process which can be evidenced by journal publication or solicited peer review or documentation of clinical, system, and policy impact.
- b. Other requirements.
 - Teaching activity: Formal documentation of the quality, quantity, and organization of a candidate's teaching activity is required. Review of teaching activities shall be conducted by the Promotions Committee. Teaching includes course design, organization of a teaching program or curriculum, classroom teaching, workforce development and training, clinical supervision, and teaching and training activities with national scope.

Collegial activity: This may include evidence of ability to advise trainees in development and conduct of research, collaboration with others in research and other activities important to the department's and school's missions, and possession of qualities of an academic role model.

Clinical activity: This may include collegial and other endorsement of the provision of high-quality clinical care when applicable and appropriate to a candidate's background, and/or evidence of ability to organize and effectively manage clinical care systems.

Professor

Appointment or promotion to the rank of Professor requires outstanding mature scholarship. The importance and impact of the candidate's research for his/her field, as judged by appropriate external reviewers in addition to internal reviewers and the departmental promotions committee, are important criteria for the professorial rank. Outstanding clinical service and/or administration at local, national, and international levels will be considered, but do not by themselves qualify an individual for promotion to professor. Individuals may make sustained, respected, and important contributions to the missions of the school and department without fulfilling the criteria for professorship. The candidate must meet the professionalism expectations listed below.**

- a. Sine qua non: Important, sustained, and nationally recognized contributions to knowledge through independent research and other scholarship. Evidence of such contribution is provided by written evaluations of the candidate's published research and other scholarly activities related to policy, clinical, and system impact by respected national and/or international authorities and others, peer-reviewed publications in high-quality journals, and, in most cases, a record of having received external, peer-reviewed support for research activities.
- b. Other considerations: Evidence of national leadership in professional societies, policy-making bodies, research review panels, and/or authorship of major textbooks; evidence of local and/or regional leadership in policy and system improvement; transmission of scholarly standards and expertise to mentees, especially junior faculty developing a research career; transmission of scholarly standards and expertise to other critical partners in the field (policymakers, system leaders); development of programs to foster academic career development of others, including programs promoting diversity and

equal opportunity; and/or teaching considered scholarly by faculty peers.

***Professionalism Expectations:**

Faculty members are expected to meet professionalism expectations, as outlined in the UW Medicine Policy on Professional Conduct.

Professionalism in the conduct of research and other scholarly activities includes, but is not limited to practicing intellectual integrity, maintaining a focus on advancement of the health of the public, demonstrating inclusion of and respect for diverse groups of stakeholders, offering expertise in response to public concerns (federal, state, regional and/or tribal entities), ensuring the welfare of human and animal research subjects, exercising diligent and unbiased acquisition, evaluation, and reporting of scientific information, adhering to university regulations for the conduct of research, and employing collegial, non-threatening and fair treatment of residents, fellows, students and staff. When appropriate, research should be undertaken and conducted in a manner that is inclusive of diverse populations.

Professionalism in education includes, but is not limited to respect for diverse experiences and perspectives, modeling community and civil discourse, a commitment to the highest standards of scholarship, innovation in teaching methods, and leadership through modeling of life-long learning.

Professionalism in clinical practice settings includes, but is not limited to, safeguarding the privacy and confidentiality of patient information, communicating effectively, observing established standards for patient safety and timely completion of medical records, participating in quality improvement initiatives, exercising cultural humility, reporting errors, and following rules for billing and compliance.

Professionalism in administration includes, but is not limited to respect for the culture and values of the academy, commitment to creation of collegial partnerships with co-workers one is responsible for and responsible to, support of the work of collaborative teams, recognition of the needs of patients and our professional community, and dedication to the mission of the institution.