

RESEARCH FACULTY TRACK

Department of Pediatrics, University of Washington, Seattle
Appointment and Promotion Guidelines
Revised February 2022
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INTRODUCTION

Research faculty actively contribute to the Department, School, and University research activities and service. They may also contribute in the area of teaching, but are not required to do so. Research faculty do not perform clinical work; therefore, a research appointment is not appropriate for an active clinician.

Research Faculty hold the title Research Assistant Professor, Research Associate Professor, or Research 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

Entry level for faculty appointment is usually at the Research Assistant Professor rank. Appointment to the rank of Research Assistant Professor requires completion of a doctoral degree and substantial research experience. A period of post-doctoral training to provide research skills suitable to initiate an independent research career is usually expected. A Research Assistant Professor must have the potential for significant research productivity as evidenced by publications in peer-reviewed scientific journals.

Appointment to this rank carries the expectation of a clear commitment of the individual to an academic career.

Initial appointment terms for Research Assistant Professors are ordinarily for three academic years. In the second academic year, Research Assistant Professors are evaluated for a second three-year term as Research 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.

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.

APPOINTMENT AND PROMOTION CRITERIA

Key criteria for appointment and promotion to Research Associate Professor:

- Meets expectations for professionalism
- Significant accomplishment in a focused area of research with an increasing level of independent investigation
- Extramural grant funding
- Emerging national recognition for his/her scholarship

Key criteria for appointment and promotion to Research Professor:

- Meets expectations for professionalism
- Outstanding, mature scholarship with a sustained record of scholarly productivity and sustained extramural grant funding
- National/international recognition for his/her work

Key criteria for appointment to Emeritus:

Emeritus status is reserved for faculty who have retired from research activities and whose research, professional service, 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 Research Associate Professor or Research 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.
- Protection of human subjects and intellectual integrity, and adherence to university research regulations.
- Management of conflicts of interest.

Scholarship

Promotion requires a significant contribution by the faculty member to their area of research. Research Faculty must have achieved or demonstrated the potential for

independence, autonomy, and excellence in the initiation, direction and completion of research projects. At a minimum, all Research Faculty must acquire funding to support their salaries and research programs. Thus, in consideration for promotion, the faculty member's funding and publication record is of prime importance. Note: Because there are no teaching requirements for Research Faculty, the greatest emphasis is placed on research productivity in evaluation for promotion in this track. However, teaching accomplishments in conjunction with the faculty member's research program are always considered.

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

- Sustained productivity in publication, including substantial contributions as first and/or senior author, approaching the norms for the candidate's rank and field.
 - Senior authorships are considered according to the conventions of the field.
 - Faculty must demonstrate evidence of research productivity as evaluated by publication of peer-reviewed manuscripts that represent personally conceived and self-directed research. Publications that bear the faculty member's mentor as senior author may be considered a publication of the faculty member if the candidate was a major contributor to the concept and development of the research and to the writing of the manuscript. It is important that this role be described in documents accompanying the candidate's promotion package.
 - The quality of the journal in which the work is published is important and will be determined by experts in the faculty member's field.
- Serving as a Principal Investigator on funded grants and contracts. When the candidate has served as a major scientific contributor, but not Principal Investigator, on a funded research proposal, a statement of the candidate's role on the design and conduct of the research should accompany the promotion packet.
- Positive evaluation of research productivity, quality, and impact in letters from independent, recognized experts in the candidate's research area.
- Awards received in recognition of outstanding research.
- Membership on study sections, scientific review panels, editorial boards, and scientific societies.

Research Associate Professor: For appointment or promotion to this rank, the candidate must demonstrate significant accomplishment in a focused area of research with an increasing level of independent investigation. The quality, importance and impact of publications and the quality of the journals that these are published in are considered more strongly than is the absolute number of publications. The candidate should be first or senior author on a substantial proportion of these papers. Total number of publications varies by discipline.

The faculty member must have demonstrated success in obtaining outside funding support, as evidenced by serving as a Principal Investigator or a significant scientific contributor to one or more major funded proposals. Alternatively, the candidate may

have held such a role on several smaller grants or contracts.

Research Professor: Promotion to this rank requires a record of mature, outstanding scholarship as an independent investigator with a well-developed research program and sustained high-quality contribution to the candidate's research area. There should be evidence that the candidate has a national or international scientific reputation. The quality, importance and impact of publications and the quality of the journals that these are published in are considered more strongly than is the absolute number of publications. The candidate must demonstrate continued productivity since last promotion. The candidate should be first or senior author on a substantial proportion of these papers. The total number of publications will vary by discipline.

A Research faculty member who has provided substantial scientific, administrative, or developmental leadership in running a research program and participating as an integral research partner may be eligible for promotion to Research Professor. Success will be measured by publications, scientific collaborations, administrative responsibilities and supported by letters of recommendation for promotion. In this unique circumstance the faculty member will have sustained extra-mural funding as a Co-Investigator or Principal Investigator.

Teaching/Mentoring

Teaching activities of Research Faculty (which are not required) are broadly defined in two categories:

(1) **Mentoring.** Research faculty usually engage in out-of-classroom teaching and mentoring in their research programs. This includes mentoring graduate students, fellows, and junior faculty. Teaching/mentoring may or may not be directly related to a formal degree requirement and include teaching contributions in all UW schools and colleges.

Mentoring can take the form of:

- **Extended mentoring** in which the faculty member is the major supervisor and mentor for a graduate student or postdoctoral fellow, serving as chair of a student's master's or doctoral committee, or serving as the supervisor and mentor for a postdoctoral fellow who is being trained in research specialties for at least one year.
- **Project mentoring** in which the faculty member supervises a student or fellow for a project of limited activity or duration.
- **Serving** as an advisor or on committees.

(2) **Regular classroom teaching.** Classroom teaching also may vary in degree of time commitment and/or responsibility and is not required of research faculty. Teaching activities may range from the assumption of full responsibility for developing and/or teaching a course, to co-instructing courses, collaborating on course development, or serving as guest lecturer.

Teaching/mentoring evaluation. Evaluation is based on assessment of the quality and value of teaching and mentoring interactions with trainees and junior faculty.

Inclusion of all formal evaluations of teaching and/or mentoring in all venues is the responsibility of each faculty member. Such assessments include the following:

- Teaching evaluations from students, residents, fellows, or other audiences, including practitioners participating in continuing medical education courses.
- Formal evaluations by persons who have been mentored, as well as evidence of the impact of the mentoring on the person's career (e.g., publications; faculty appointments).

Service/Administration

It is expected that Research Faculty will participate in the operation of the Department and the School and will contribute to their reputations through efforts to improve its programs and facilities. Likewise, it is expected that they will contribute to the maintenance and growth of their profession. While such activities are considered in evaluating a faculty member's overall suitability for promotion, they cannot substitute for research activities in meeting the requirements for promotion.

Examples of service include:

- Membership on committees or councils of the Department, Hospital, School, or University
- Service on local, state, or national advisory committee or on a study section
- Service on an editorial board of a professional journal
- Service to a professional organization, including organizing a conference symposium or scientific session

Examples of administration include:

- Director of a Core Laboratory
- Director of a Research Center

OTHER

Self assessments

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

- **Scholarly activities:** The focus of his/her scholarly activities.
- **Teaching (if applicable):** His/her teaching/mentoring philosophy and teaching/mentoring responsibilities and goals.
- **Administration (if applicable) and/or Service:** His/her administrative and/or service responsibilities, including goals and achievements.