

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

**RESEARCH FACULTY PATHWAY
CRITERIA FOR APPOINTMENT AND PROMOTION**

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INTRODUCTION

Research titles designate appointments for faculty whose primary responsibility is research. Therefore, research productivity and impact will be weighted most heavily in the appointments and promotions processes for faculty members in this pathway. Research faculty members are eligible to act as principal investigators for grants and contracts and are expected to take active roles in generating research funding. Research faculty are not required to teach, but are encouraged to do so. Teaching, mentoring, service, and leadership contributions will be considered in appointments and promotions in this pathway, where applicable.

Titles for research faculty are Research Assistant Professor, Research Associate Professor, and Research Professor.

Criteria for appointment or promotion to the rank of Research Assistant Professor, Research Associate Professor, and Research Professor are as follows. In addition, consistent with the University's expressed commitment to excellence, equity, diversity, and inclusion, 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. All candidates must meet departmental professionalism expectations, detailed at the end of this document.

Research Assistant Professor

Appointment as Research Assistant Professor requires the candidate to show evidence that s/he has the potential to develop into a distinguished scholar of national reputation. They must have satisfactorily completed appropriate training and should have demonstrated acceptable levels of professional, ethical, and collegial conduct. The candidate must meet the departmental professionalism expectations listed below.

Research Associate Professor

Appointment or promotion to the rank of Research Associate Professor requires a record of substantial success in research or policy impact. The quantity and quality of a candidate's peer-reviewed publications is the key factor considered in decisions for promotion from Research Assistant Professor to Research 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 evidence of regional or national recognition for his/her research, is expected. The candidate should take an active and ongoing role in generating research funding. In addition, the candidate must meet the departmental professionalism expectations listed below.

- a. Sine qua non: Research Achievement. The candidate should have made important scholarly contributions in his or her field, reflected by publication of research papers in high-quality peer-reviewed journals and/or evidence of scholarly contributions with clinical, system and policy impact. In some instances, other scholarly activities may substitute for part of the research and peer-reviewed publication requirement, e.g. dissemination projects, the development of patents, important new computer programs or applications, contributions to policy, system, or program development, implementation guidelines, and authorship of books or policy papers that make a substantial scholarly contribution. 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 public impact).

- b. Other contributions.

Because teaching, mentoring, 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 as applicable, but they are not by themselves sufficient qualifications.

1. Teaching activities: Teaching includes course design, organization of a teaching program or curriculum, classroom teaching, workforce development and training, and teaching and training activities with national scope.
2. Collegial and Mentoring activities: This may include evidence of

ability to advise trainees in development and conduct of research, mentorship of trainees and/or junior faculty including mentoring to promote diversity and equal opportunity, 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.

3. Service and Administration activities: This may include participation on departmental, school or university committees or performing a leadership role in a research program or a regional or national professional organization.

Research Professor

Appointment or promotion to the rank of Research Professor requires outstanding mature scholarship and evidence of a national or international scientific reputation. 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 this rank. Excellence in mentoring junior investigators is also expected of candidates for the rank of Research Professor.

Outstanding teaching, leadership, and/or administration at local, national, and international levels will be considered, but do not by themselves qualify an individual for promotion to Research 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 departmental professionalism expectations listed below.

- a. Sine qua non: Important, sustained, and nationally recognized contributions to knowledge through independent research. Evidence of such contribution is provided by written evaluations of the candidate's published research and other scholarly activities related to policy and system impact by respected national and/or international authorities and others, a solid record of peer-reviewed publications in high-quality journals, and, in most cases, a record of having received external, peer-reviewed support for research activities as principal investigator. Excellence in mentoring of junior investigators is also expected.
- b. Other considerations:

1. Evidence of national leadership in professional societies, editorial boards, policy-making bodies, research review panels, and/or authorship of major textbooks; evidence of local and/or regional leadership in policy and system improvement;
2. national and international invited presentations and awards; transmission of scholarly standards and expertise to other critical partners in the field (policymakers, system leaders);
3. development of programs to foster academic career development of others, including recruitment, retention, and mentoring to promote diversity and equal opportunity;
4. Teaching considered scholarly by faculty peers.

Professionalism Expectations

UW Medicine values professionalism among our faculty, staff, residents, fellows, and students in carrying out our mission of improving the health of the public. 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 UW Medicine 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.

Of particular relevance to this faculty pathway, 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.