

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

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

Approved March 2023

INTRODUCTION

Teaching titles designate appointments for faculty whose primary responsibility is teaching. Therefore, teaching accomplishments and impact will be weighted most heavily in the appointments and promotions processes for faculty members in this pathway. Scholarship, mentoring, service, and leadership contributions will also be considered in appointments and promotions in this pathway. Teaching faculty members are eligible to act as principal investigators for grants and contracts but are not required to take active roles in generating research funding.

Titles for teaching faculty are Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor.

Criteria for appointment or promotion to the rank of Teaching Assistant Professor, Teaching Associate Professor, and Teaching 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.

Teaching Assistant Professor

Appointment as Teaching Assistant Professor requires the candidate to show evidence that they have the potential to develop into a distinguished educator 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.

Teaching Associate Professor

Appointment or promotion to the rank of Teaching Associate Professor requires a record of sustained excellence in teaching. Some evidence of independent curriculum development, and evidence of regional or national recognition for their teaching, is expected. The candidate should take an active and ongoing role in developing educational programs. In addition, the candidate must meet the departmental professionalism expectations listed below.

- a. Sine qua non: Teaching Achievement. Excellent teaching, as evidenced by observations from colleagues, competitive teaching awards and/or strong teaching evaluations from students. The candidate should have made important contributions in his or her field, reflected by curriculum design, organization of a teaching program or curriculum, classroom teaching, workforce

development and training, and teaching and training activities with regional or national scope. They should be building a national reputation as an expert in their field. Examples of practitioner expertise include engagement with relevant industries and professionals, invitations to speak to professional organizations and associations, consulting experience in relevant fields, and media mentions. Examples of academic expertise include actively engaging with research, incorporating peer-reviewed research into curricula, and authoring articles or books in relevant fields.

In some instances, other scholarly activities may complement the teaching requirement, e.g. 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 scholarship, 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. Scholarship activities: Examples of scholarship include actively engaging with research, incorporating peer-reviewed research into curricula, and authoring or co-authoring articles or books in relevant fields. Individuals may demonstrate their scholarship in a variety of ways including but not limited to: introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publications, such publications shall not be required.

1. Collegial and Mentoring activities: This may include evidence of ability to advise trainees, mentorship of trainees and/or junior faculty including mentoring to promote diversity and equal opportunity, collaboration with others in teaching and other activities important to the department's and school's missions, and demonstrating the qualities of an academic role model.

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

Teaching Professor

Appointment or promotion to the rank of Teaching Professor requires outstanding mature scholarship and evidence of a national or international scholarly reputation. The importance and impact of the candidate's teaching for their 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 faculty is also expected of candidates for the rank of Teaching Professor.

Outstanding scholarship, leadership, and/or administration at local, national, and international levels will be considered, but do not by themselves qualify an individual for promotion to Teaching 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 teaching. The individual will maintain a strong national reputation and be recognized nationally or internationally as a leading expert in their field.

- b. Other considerations:
 1. Evidence of national leadership in professional societies, editorial boards, policy-making bodies, and/or authorship of 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. Development of new and innovative teaching materials that are recognized on national and international basis (e.g., textbooks, case studies, articles in peer reviewed journals)
 5. Excellent teaching, as evidenced by peer evaluations, outside reviews, student evaluations, and major teaching awards.

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.

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.