

UCSD Department of Psychiatry

Academic Advancement Guidelines - Ladder, In Residence, and Adjunct Series

NOTE: The following guidelines are intended to be applied in consideration of the specific nature of the faculty member's scientific work and assigned duties, as well as the overall quantity, quality, and impact of his/her accomplishments. For acceleration, the faculty member must meet normal merit criteria in all areas, without deficiencies. In addition, the candidate must have made extraordinary contributions in at least one area, which usually includes research and scholarly activity. However, in some cases, acceleration may be based upon the quality and quantity of contributions other than research (see guidelines for other areas in the Table). Documented, acceleration-level accomplishments in more than one area are desirable and should be considered, but are not required for acceleration.

Functional Activity	Merit	Acceleration
Teaching	Both Required	At Least One Required
	Active participation in teaching of formal/classroom course(s); and/or clinical teaching/supervision; and/or research mentoring/supervision. Special priority will be given to fulfilling teaching duties assigned by the Department Chair.	Excellent teaching evaluations (at least 5 at this level)
	Above average teaching evaluations	Development of <u>new</u> teaching curriculum or course
		Exceptional teaching workload
		Exceptional breadth of activities (e.g., undergraduates; graduate/medical students; interns/residents; post doctoral fellows)
		Recipient of <u>new</u> or competing renewal training grant
	Recipient of <u>new</u> teaching award	
Research and Scholarly	Required	Required
	Continuing new contributions to the peer reviewed literature that demonstrate an independent program of research with significant impact, evidence of which should include first or senior authored journal articles. Unique, identifiable contributions to larger (e.g., interdisciplinary) programs of research may carry equal weight, based upon their scientific innovation and impact; again, these contributions should be evidenced by some first or senior authored journal articles. Also sole author or editor of a book (book chapter for junior faculty) will be considered, as well as new research grants or contracts. As a general guideline, the new contributions would include, on average, 3 -4 peer-reviewed publications per year, one of which should be first or senior author.	Significantly more than expected new contributions to the peer reviewed literature with substantial impact on the field, as evidenced by importance of findings and appearance in excellent peer reviewed journals. First and senior authored articles in peer reviewed journals also should occur at a greater than expected rate. As a general guideline, the new contributions would include, on average, 6 - 8 new peer-reviewed publications per year, two of which should be first or senior authored publications.
		Also Considered:
		<u>New</u> grants or contracts as PI or Co-PI.
	research grant is one of several concrete indications of independence. Successful promotion requires evidence of scholarly independence and leadership in scientific work that is also manifest in the form of publications as first or senior author. Demonstration of national recognition for promotion to Professor rank and international recognition for advancement to Distinguished Professor is supported through letters from external leaders in the candidate's field.	Scientific merit recognition of unusual distinction (e.g., prestigious awards for scientific accomplishments or election to Institute of Medicine or National Academy of Sciences) Induction into prestigious medical/research associations (e.g., ACNP)
University & Public Service	At Least Two Required	Required
	Active participation in departmental, University, or hospital committees and/or quality improvement projects (<u>expected</u> for more senior faculty beyond the assistant professor level).	For accelerations of associate or full professor appointees in academic senate series, there must be evidence of active participation in Department activities that are essential to its proper functioning. At a minimum this is evidenced by attendance at no fewer than 50% of regularly scheduled Department General Faculty (all faculty) and Executive Committee (for EC members) meetings.
		At Least One Required
	Ad hoc journal reviewer	High level administrative position and responsibilities: e.g., Department Chair or Vice Chair, Director of Training Program, Chair or Vice Chair of major medical school or university committee, or service on a committee requiring unusual effort and time commitment (e.g., CAP).
	Active participation (e.g., committee or board membership) in medical/research associations	Editorial board member (<u>new</u>) or ongoing service as Editor of scientific journal; editor of special issue of scientific journal
	Service on grant review boards/committees	Chair of grant review boards/committees
	Significant contributions to diversity	Exceptional contributions to diversity Exceptional community service (i.e., in a disaster situation)
	Significant contribution to a non-profit organization	Leadership role in non-profit organization Organizer of national or international conferences
Professional Competency and Activity (Faculty with Clinical Responsibilities)	Required	At Least One Required
	Full and effective execution of clinical duties within assigned setting	Accomplishment of exceptional clinical workload
		Formal recognition regarding exceptional performance of clinical duties
		Innovation or development of clinical programs during current review period

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Rank & Step	Research Publications Creative & Scholarly Activities	Teaching	Clinical and Professional Activities	University & Public Service
Assistant Professor Steps 1-2 (Initial Appointment or Merit Advancement) *	<ul style="list-style-type: none"> • Some peer-reviewed publications, ideally presenting original research, and ideally including some that are 1st-authored • Independence and grant support not required • Supporting letters positive for initial appointment 	<ul style="list-style-type: none"> • A defined teaching role which may include the following: courses, lectures, research mentoring and (as appropriate) clinical supervision (each executed with positive evaluations if already performed) 	<ul style="list-style-type: none"> • If applicable, some expertise and practice in any special competencies appropriate to the field and its characteristic activities, as agreed by Department Clinical Division Head or Vice Chair (executed with positive evaluations if already clinically active) 	<ul style="list-style-type: none"> • Not required at time of appointment • For merit advancement at least some beginning service within the Department, clinical services (e.g., hospital committees), and/or University
Assistant Professor Steps 3+ (4th Year Appraisal) *	<ul style="list-style-type: none"> • Evolving research focus • Active research grant support is desirable • Evidence of continued research/publication productivity. As a general guideline, the new contributions would include 3-4 peer-reviewed publications per year on average, 1 of which should be 1st or senior authored ** • indicating promise for an independent research theme or program 	<ul style="list-style-type: none"> • An active teaching role as outlined above • Positive evaluations 	<ul style="list-style-type: none"> • If applicable, some expertise and practice in any special competencies appropriate to the field and its characteristic activities, as attested to by Clinical Division Head or Dept. Vice Chair of Clinical Affairs • Evidence of Good Clinical standing as attested to by Clinical Div. Chief or equivalent 	<ul style="list-style-type: none"> • Evidence of appropriate service at the Department and/or University levels. • Evidence of emerging national reputation by societal activities and/or journal and grant review service desirable

*Faculty in the Adjunct series may have some differences in emphasis of the four types of review criteria, based on their specific roles and activities. Unless otherwise specified in a specific MOU, faculty in the Adjunct series have lower expectations in teaching and service than faculty in the Ladder and In Residence series

** This general guideline for average annual publication rate carries forward throughout the professional ranks. Author order typically follows the School of Medicine convention (i.e. senior author is head of the lab/ P.I. of the project, conceives the idea, secures funding, and oversees the project; the first author typically writes most of the manuscript and performs much of the analyses). A few faculty publish in journals that follow the convention that authors who contribute more appear earlier in the author list. These will be noted on the BioBib.

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<p>Associate Professor Step 1 (Promotion)</p> <p>Steps 2+ (Merit Advancement) ***</p>	<ul style="list-style-type: none"> • Established research focus • Continued impactful research/publication productivity • Independence; in the circumstance that the candidate engages in collaborative research, a clearly independent theme or role must be identified • Active research grant support • Strong letters 	<ul style="list-style-type: none"> • Active teaching role as defined above with strong recent evaluations • Some training of students/fellows for research is desired 	<ul style="list-style-type: none"> • As above, with good clinical productivity and valued contributions and expertise, as attested to by Clinical Division Head or Dept. Vice Chair of Clinical Affairs • Evidence of Good Clinical standing as attested to by Clinical Div. Chief or equivalent 	<ul style="list-style-type: none"> • Evidence of significant service discharged well • Societal/journal/grant/review/service as evidence of national reputation
<p>Professor Step 1 (Promotion)</p> <p>Steps 2+ ***</p>	<ul style="list-style-type: none"> • As for Associate Professor -plus- • Leadership role in research • Letters attest to influence on field (promotion) • National reputation 	<ul style="list-style-type: none"> • As for Associate Professor, with past history and present training of students/fellows in research and/or clinical work, strong recent evaluations 	<ul style="list-style-type: none"> • As for Associate Professor, with documented evidence of achievement and leadership in the field and its characteristic activities 	<ul style="list-style-type: none"> • As above, for Associate Professor
<p>Professor Step 6+</p>	<ul style="list-style-type: none"> • As for Professor, with clear evidence of excellence and momentum • National reputation • Letters are optional 	<ul style="list-style-type: none"> • As for Professor, with clear evidence of excellence and continuing achievement 	<ul style="list-style-type: none"> • As for Professor with clear evidence of excellence and continuing achievement 	<ul style="list-style-type: none"> • As above, serving with distinction (meritorious service), with evidence of continuing achievement

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<p>Professor Above Scale</p>	<ul style="list-style-type: none"> As above, with evidence of international recognition and acclaim; performance in research is excellent; demonstration of additional merit and distinction beyond the performance on which advancement to Step 6 is based 	<ul style="list-style-type: none"> As above, with evidence of international recognition and acclaim. 	<ul style="list-style-type: none"> For clinically active faculty, continued demonstration of merit and distinction in professional activities. 	<ul style="list-style-type: none"> As above, with evidence of international recognition and acclaim; demonstration of additional merit and distinction beyond the performance on which advancement to Step 6 is based
<p>Acceleration at all ranks (should be based on exceptional functioning in at least one area[†], usually including research; there must not be weakness in any area)</p>	<ul style="list-style-type: none"> Exceptional research productivity, documented by quality and/or quantity of research publications, research grants, and/or scientific awards Above-scale acceleration must be based on compelling reasons and include documentation of extraordinary achievement in research and discussion of its impact on the discipline 	<ul style="list-style-type: none"> Evidence of exceptional contributions as an educator Above-scale acceleration based upon teaching must include documentation of exemplary achievement in teaching 	<ul style="list-style-type: none"> Evidence of exceptional accomplishments as a clinician-scholar Above-Scale acceleration must be based on compelling reasons; if professional activity is one of the domains upon which acceleration is proposed, this should include documentation of exemplary achievement as a clinician-scholar 	<ul style="list-style-type: none"> Examples of acceleration criteria in the service area could include earlier than usual appointment to a prestigious society or NIH Study Section, a governance role in a national society and/or editorial board, unique contributions to either national or local organizations, or exceptional performance in major departmental leadership roles

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