

**UNIVERSITY OF CALIFORNIA SAN DIEGO  
SKAGGS SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES**

**Criteria for Appointment in the SSPPS: Adjunct Series**

**NOTE:** The Adjunct series can accommodate variable distribution of activities. It should be noted that teaching is an essential component of this series. Teaching with either research or professional activity may be combined. In either case, Adjunct Professors (assistant, associate or full level) must teach one course per year (or the equivalent). Therefore, the manner in which teaching is fulfilled should be explicitly stated and fully documented.

<b>Rank</b>	<b>Research &amp; Creative Activity (Scholarly &amp; Creative Accomplishments)</b>	<b>Teaching (Performance in Teaching)</b>	<b>Professional Competence &amp; Activities</b>	<b>University &amp; Public Service</b>
<b>Assistant Professor</b>	Some peer-reviewed publications or creative output	Defined role in laboratory or classroom teaching equivalent to at least one course per year, may provide significant contribution to graduate instructional program	Demonstrated program leadership	Expected to emerge in service consistent with assignments
<b>Associate Professor</b>	Documented evidence of independent contributions, either as a PI or in a pivotal role within a larger research unit, important established focus, substantial body of publications or creative support, national reputation with strong external letters of support when there is substantial research effort, and grant support with substantial research effort, may be collaborative	Continue activities as above, positive teaching evaluations, innovations and electives encouraged, external reputation	Recognize research excellence and focus, program leadership	Continue service with increasing external recognition
<b>Professor</b>	Same as Associate Professor, continue productivity, leadership role, international reputation when there is substantial research effort	Same as Associate Professor, well-defined and documented teaching activity, increased expectation of invited presentations on national/international basis	Continue research excellence and focus as documented by external letters, innovations encourages, leadership responsibilities expected	Continued strong service with national/international recognition

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**Criteria for Promotion and Acceleration in the SSPPS: Adjunct Series** (approved by SSPPS faculty 7/5/16)

Academic Actions	Research	Teaching	Professional Competence	Service
<b>Promotion to Associate Rank</b>	Established independent research program (examples of evidence: first and/or senior-authored research articles independent of mentor in peer-reviewed journals; publications on which the individual makes documented significant contributions even if not first or last author; evidence of other impactful creative contributions; although not a requirement, being principal investigator on research grants is also strong evidence of independence and productivity) (NOTE: Research may be deemphasized in quantity if the candidate was appointed with an emphasis on teaching. Likewise, teaching may be deemphasized if the candidate was appointed with an emphasis on research.)	Defined teaching program with at least satisfactory teaching evaluations (examples of evidence: teaching quantification form listing classroom courses, small-group teaching in all settings, mentoring of students, serving on thesis committees; teaching evaluations)	Development of special area(s) of expertise (examples of evidence: biobibliography; external referees) At least local (institutional) and/or regional reputation (examples of evidence: internal and/or external referees; invited extramural seminars)	Service on at least one department, school, or university committee (may be an ad hoc committee instead of standing committee) and demonstration of public service (e.g., ad hoc manuscript reviews, professional organization committees) (examples of evidence: biobibliography)
<b>Promotion to Full Professor Rank</b>	Same as above	Same as above but teaching evaluations must be at least very good	Development of special area(s) of expertise (examples of evidence: biobibliography; external referees) At least national reputation (examples of evidence: external referees; election to offices in national societies) Leadership responsibilities in the institution and/or preferably regionally and nationally as well (examples of evidence: biobibliography; external referees; election to offices in national societies)	Service on at least one major department, school, or university committee and demonstration of public service (e.g., editorial boards, study sections, national committees) (examples of evidence: biobibliography)
<b>Advancement to Step VI</b>	Same as above	Same as above but teaching evaluations must be excellent	Same as above	Service on more than one major department, school, or committee and demonstration of public service (e.g., editorial boards, study sections, national committees)

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<b>Academic Actions</b>	<b>Research</b>	<b>Teaching</b>	<b>Professional Competence</b>	<b>Service</b>
<b>Advancement to Above Scale</b>	Same as above	Same as above	Same as above but must have international reputation (examples of evidence: external referees; election to offices in international societies)	Same as (C)
<b>Accelerations</b>	Research productivity and/or teaching must be at least twice that for normal advancement (both quantity of first- and senior-authored publications and quality of journals should be considered; exceptional quality and high-impact journals may make up for quantity); the other areas (professional competence and service must not be deficient; honors, prizes, awards, election to prestigious societies, chairing high-profile conferences, etc. should also be considered)	Research productivity and/or teaching must be at least twice that for normal advancement (both quantity of first- and senior-authored publications and quality of journals should be considered; exceptional quality and high-impact journals may make up for quantity); the other areas (professional competence and service must not be deficient; honors, prizes, awards, election to prestigious societies, chairing high-profile conferences, etc. should also be considered)	Research productivity and/or teaching must be at least twice that for normal advancement (both quantity of first- and senior-authored publications and quality of journals should be considered; exceptional quality and high-impact journals may make up for quantity); the other areas (professional competence and service must not be deficient; honors, prizes, awards, election to prestigious societies, chairing high-profile conferences, etc. should also be considered)	Research productivity and/or teaching must be at least twice that for normal advancement (both quantity of first- and senior-authored publications and quality of journals should be considered; exceptional quality and high-impact journals may make up for quantity); the other areas (professional competence and service must not be deficient; honors, prizes, awards, election to prestigious societies, chairing high-profile conferences, etc. should also be considered)