

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

**Criteria for Appointment in the SSPPS: HS Clinical Series**

<b>Rank</b>	<b>Research &amp; Creative Activity</b> (Scholarly & Creative Accomplishments)	<b>Teaching</b> (Performance in Teaching)	<b>Professional Competence &amp; Activities</b> (Professional Clinical Competence & Patient Care Activity)	<b>University &amp; Public Service</b>
<b>HS Assistant Clinical Professor</b>	<i>All items are encouraged but not required:</i> Presentation at scholarly meetings Presentations in continuing education courses	Participation in teaching of student pharmacists.	Postgraduate clinical training of high quality. Excellence in basic clinical skills as demonstrated by letters from directors of training programs	Participation on School committees (Admissions Committee, Committee on Educational Policy, Academic Oversight Committee, etc.)
<b>HS Associate Clinical Professor</b>	<i>All items are encouraged but not required:</i> Presentation at scholarly meetings Presentations in continuing education courses Innovative clinical procedures Innovative teaching methods Regional recognition for excellence	Documented consistently effective in teaching student pharmacists. Positive recent teaching evaluations	Demonstrated excellent clinical skills and abilities and apply them to the management of clinical problems as evidenced by other faculty, clinical teams and appropriate professional groups. Serve effectively as a clinical consultant to other faculty, pharmacy residents and members of the community	Participation on School committees (Admissions Committee, Committee on Educational Policy, Academic Oversight Committee, etc.) Active participation in professional organizations.
<b>HS Clinical Professor</b>	<i>All items are encouraged but not required:</i> Presentation at scholarly meetings Presentations in continuing education courses Innovative clinical procedures Innovative teaching methods Participate in collaborative research efforts Publication of case reports or reviews Regional and/or national recognition for excellence	Documented superior teaching of student pharmacists. Positive recent teaching evaluations	Independently demonstrated superior clinical skills and abilities that can be documented as having great importance to the academic missions of the School and/or healthcare missions of the University	Significant participation on School committees (Admissions Committee, Committee on Educational Policy, Academic Oversight Committee, etc.) Active participation in professional organizations. Participation on Health Sciences committees, University committees, and community programs.

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

<b>Academic Actions</b>	<b>Research</b>	<b>Teaching</b>	<b>Professional Competence</b>	<b>Service</b>
<b>Promotion to Associate Rank</b>	Evidence of scholarly and/or creative activity that is exportable (examples of evidence: internal and/or external referees; biobibliography) (NOTE: Instead of peer-reviewed publications the evidence might include case reports, development of institutional practice guidelines, algorithms for disease management, and patient educational materials)	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) reputation for clinical expertise (examples of evidence: internal and/or external referees)	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	Same as above plus 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 university committee and demonstration of public service (e.g., editorial boards, study sections, national committees) (examples of evidence: biobibliography)
<b>Advancement to Above Scale</b>	Same as above	Same as above	Same as above but must have regional and/or national reputation for clinical expertise (examples of evidence: external referees; election to offices in international societies)	Same as above
<b>Accelerations</b>	Productivity must be at least twice that for normal advancement in one or more of the areas (research/other creative activity, teaching, professional competence, and service with no deficiencies in the other areas)	Productivity must be at least twice that for normal advancement in one or more of the areas (research/other creative activity, teaching, professional competence, and service with no deficiencies in the other areas)	Productivity must be at least twice that for normal advancement in one or more of the areas (research/other creative activity, teaching, professional competence, and service with no deficiencies in the other areas)	Productivity must be at least twice that for normal advancement in one or more of the areas (research/other creative activity, teaching, professional competence, and service with no deficiencies in the other areas)