

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

Criteria for Appointment in the SSPPS: Ladder-Rank; In Residence Series

Rank	Research & Creative Activity (Scholarly & Creative Accomplishments)	Teaching (Performance in Teaching)	Professional Competence & Activities	University & Public Service
Assistant Professor	Some publications/in press, original research, first authored and peer-reviewed Independence and grant support not required Positive supporting letters	Participation in teaching of student Positive recent teaching evaluations	If applicable, some distinction in any special competencies appropriate to the field and its characteristic activities.	Participation on School committees (Admissions Committee, Committee on Educational Policy, Academic Oversight Committee, etc.)
Associate Professor	Demonstrated established research focus Demonstrated continued productivity Demonstrated research independence Active research support National reputation Strong letters of support	Well-defined course teaching role Strong recent teaching evaluations Some training of student/fellows in research Positive recent teaching evaluations	If applicable, some distinction in any special competencies appropriate to the field and its characteristic activities. Documented evidence of achievement and progressiveness in development or utilization of new approaches and techniques for the solution of professional problems.	Participation on School committees (Admissions Committee, Committee on Educational Policy, Academic Oversight Committee, etc.) Active participation in professional organizations Societal/journal/grant/review/service as evidence of national reputation Evidence of significant service discharged well
Professor	<u>Same as Associate Professor</u> Documented evidence of independent contributions, either as a PI or in a pivotal role within a larger research unit Demonstrated established focus Substantial body of publications and/or creative support National reputation with strong external letters of support, independence helpful Grant support, substantial research effort may be collaborative Demonstrated leadership role International reputation in research is helpful	<u>Same as Associate Professor</u> Continued defined role in laboratory, or classroom teaching equivalent to at least one course per year Demonstrated external reputation- Well defined and documented positive teaching activity Increased expectation of invited presentations on national/international basis Positive recent teaching evaluations	If applicable, some distinction in any special competencies appropriate to the field and its characteristic activities. Documented evidence of achievement and leadership in the field and of demonstrated progressiveness in development or utilization of new approaches and techniques for the solution of professional problems. Innovations encouraged Leadership responsibilities expected	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 Continued strong service with national recognition, international recognition is helpful

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Criteria for Promotion and Acceleration in the SSPPS: Ladder-Rank; In Residence Series (approved by SSPPS faculty 7/5/16)

Academic Action	Research	Teaching	Professional Competence	Service
Promotion to Associate Rank	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)	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)
Promotion to Full Professor Rank	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)
Advancement to Step VI	Same as above	Same as above but teaching evaluations should 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)
Advancement to Above Scale	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 above

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Academic Action	Research	Teaching	Professional Competence	Service
Accelerations	Research productivity 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); teaching, 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 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); teaching, 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 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); teaching, 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 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); teaching, professional competence, and service must not be deficient; honors, prizes, awards, election to prestigious societies, chairing high-profile conferences, etc. should also be considered.