

Criteria for Promotion and Acceleration: Ladder-Rank; Adjunct* and Research Scientist Series – PHARMACOLOGY (May 2019)**

Academic Action	Research Publications and Creative & Scholarly Activities	Teaching	University & Public Service
4th Year Appraisal as Assistant Professor	<ul style="list-style-type: none"> • Evolving research focus with clear evidence of the development of an independent research theme/program • Active research grant support as PI or Co-Investigator is desirable • Evidence of research/publication productivity. As a general guideline, new contributions would include 2-4 peer-reviewed publications in the review period, half of which should be first or senior authored 	<ul style="list-style-type: none"> • Evidence of teaching through qualified activities including active participation in teaching of formal/classroom course(s) and/or research mentoring /supervision • Positive teaching evaluations (or at par with other faculty in the same course) 	<ul style="list-style-type: none"> • Evidence of appropriate service at the department, school or university and/or University levels is desirable • Evidence of emerging local and national reputation by participation in professional societies
Promotion to Associate Professor	<ul style="list-style-type: none"> • Established research focus • Continued impactful research/publication productivity as noted above • Independence; in instances in which the candidate engages in collaborative research especially with a previous mentor, a clearly independent role must be identified • Active research grant support as PI or multiple PI is also evidence of independence. • Emerging national reputation evidenced by speaking invitations • Strong independent outside referee letters 	<ul style="list-style-type: none"> • Active teaching role as defined above including small-group teaching in all settings; mentoring of students and serving on thesis committees • Positive recent evaluations (or at par with other faculty in the same course) • Training of students/fellows (undergraduate, master's, summer) if not yet PhD 	<ul style="list-style-type: none"> • Evidence of at least one department school or university committee membership • Demonstration of public service through participation in professional societies, editorial boards or grant review committees
Promotion to Full Professor	<ul style="list-style-type: none"> • Same as for Associate Professor 	<ul style="list-style-type: none"> • As above, with a defined teaching role (e.g. course director) 	<ul style="list-style-type: none"> • Same as for Associate Professor with service on at least one major

	<p>-plus-</p> <ul style="list-style-type: none"> • Increased research/publication productivity (3-5 peer-reviewed publications in the review period, at least half of which should be first or senior authored) • Leadership role in research • National reputation with emerging International reputation desired • Outside referee letters attest to influence and impact to the field 	<ul style="list-style-type: none"> • Past history and present training of MA or PhD students and postdoctoral fellows in research • Above-average to excellent recent teaching evaluations 	<p>department, school or university committee</p> <p>-plus-</p> <ul style="list-style-type: none"> • Documented evidence of achievement and leadership in the field and its characteristic activities including service on editorial boards, study sections and national committees
Advancement to Professor, Step VI	<ul style="list-style-type: none"> • Same as for Professor, with clear evidence of excellence and momentum <p>-plus-</p> <ul style="list-style-type: none"> • Research productivity to include greater number of senior-authored papers • Established international reputation 	<ul style="list-style-type: none"> • Same as above, with clear evidence of excellence and continuing achievement 	<ul style="list-style-type: none"> • As above, with service on more than one major department school or university committee, demonstrating distinction (meritorious service) and continuing achievement through leadership roles
Advancement to Professor, Above-Scale	<ul style="list-style-type: none"> • In addition to the above, evidence of international recognition and acclaim in research performance; demonstration of additional merit and distinction beyond the performance on which advancement to Step VI is based 	<ul style="list-style-type: none"> • Same as above 	<ul style="list-style-type: none"> • Same as above with evidence of international recognition and acclaim; demonstration of additional merit and distinction beyond the performance on which advancement to Step VI is based
Accelerations (should be based on exceptional performance in at least one area usually including research. Accelerations should not be proposed if there are weakness in any areas.)	<ul style="list-style-type: none"> • Exceptional research productivity; normally at least twice that for normal advancement based on quantity of first- and senior-authored publications; impact of work and quality of journals to be considered along with distinguished faculty research grants and/or scientific honors and 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 		

*Faculty in the Adjunct series may have some differences in emphasis of the three types of review standards based on their specific roles and activities defined at the time of appointment.

**Research Scientists should be engaged in independent research equivalent to that required for the Professor series, functioning as independent investigators with complete responsibility for their research programs. They are leaders or have the potential for leadership in their fields. The ability to sustain an independent research program is a necessary but not sufficient criterion for appointment as a Research Scientist. Appointees with Professional Research titles do not have teaching responsibilities.