

## **Promotion Criteria Guidelines**

Pharmacotherapeutics and Clinical Research (PCR) Department Appointment, Promotion and Tenure (APT) Subcommittee

2/5/16

### **Introduction**

This document contains guidelines to be used by the PCR Department and College of Pharmacy Appointment, Promotion and Tenure (APT) Committees to assess PCR department candidates to be considered for promotion. Criteria are given in the following categories: clinical practice, teaching, scholarship, and service. The content of this document is to be used as a guideline only and consideration should be given by the APT Committees regarding individual faculty, the entirety of their application, and their assigned effort when making recommendations for promotion. APT Committees can assign different weights to the individual categories based on the candidate's assigned effort.

In order to qualify professional achievements, each category has been subdivided into professional competencies which can be characterized as satisfactory, strong or outstanding. Examples of activities that would qualify for each competency level have been provided. Documentation of activities should be included in the candidate's portfolio to provide evidence of achievements. Some activities appear in more than one area depending on the specific application. Candidates should not claim credit in both areas. For example, obtainment of an advanced degree can be used to better ones teaching and clinical practice but should not listed under both sections. Candidates should have achieved at least one of these competencies (or others as presented by the candidate) to be assigned that level of competency but it will be up to the APT Committees to decide if more are needed based on the candidates assigned effort. In their application, the candidate will state the level of achievement they feel they have attained for each category based on documentation and rationale. Due to the differences between the competencies in each category, assignment of the level of achievement will be ultimately left up to the discretion of the PCR and COP APT committees.

In addition, in the early stages of the College's existence, the APT Committees should also give some allowance for the smaller faculty size and thus increased teaching and service burden on the inaugural faculty group. The candidate's professional achievements and contributions should clearly support the candidate's claim of competence and effectiveness. A quantitative assessment provides indication of productivity; however, the requirement for a specific numbers of activities can be offset by work of exceptional quality. The APT Committee should evaluate candidate's progression in his/her professional career goals and ability to maintain his/her career trajectory.

Differences between candidates, including but not limited to the candidate's assigned effort, practice sites, and specialty areas, make it impossible for candidates to achieve all of the listed competencies or activities in all of the presented categories. Additionally, the APT Committees will consider additional evidence of professional achievement provided by the candidate not outlined in the categories to follow. It is up to the APT Committees to qualify additional evidence into the satisfactory, strong or outstanding categories.

To be eligible for promotion from Assistant Professor to Associate Professor, the candidate should obtain an “Strong” or “Outstanding” in at least two categories and “Satisfactory” in the other categories. Other qualifications based on the COP APT Guidelines apply.

To be eligible for promotion from Associate Professor to Professor, the candidate must achieve an “Outstanding” in at least one category, at least “Strong” in two categories, and “Satisfactory” in the other category.

## Clinical Practice

Candidates should have at least one letter of support from their clinical site supervisor or peer included in their portfolio, if applicable.

Satisfactory	Strong	Outstanding
Functions under a collaborative practice agreement that was already in place	Establishment of a new practice site or adoption of a new collaborative practice agreements or clinical protocols	Dissemination and adoption of a practice model beyond one's department or institution
Has a letter of support from clinical site supervisor (ex. pharmacy or medical director) and evidence of productivity to show site activities	Recognition as an outstanding clinician or exemplary contributions to clinical site (i.e. other colleagues, or patients; awards for outstanding clinical service locally)	State or national recognition for clinic service
Presentations to colleagues within one's practice, patients, and/or students or at a local meeting <sup>1</sup>	Presentation or publication of work performed at one's practice site at a state meeting <sup>1</sup>	Presentation or publication of work performed at one's practice site at a national or international meeting <sup>1</sup>
Written reports related to practice authored or co-authored by the candidate (e.g. DUR reports, P&T monographs, DUE reports, Standard Practice Guidelines)	Submission of grant(s) to support or expand one's clinical practice <sup>1</sup>	Funding of grant(s) to support or expand one's clinical practice <sup>1</sup>
	Board certification/recertification in specialty, and subspecialty where applicable, other clinical certification, or completion of advanced degree related to clinical practice (CDE, AHIVPP, CGP)	
	Participation on practice site committees	Assuming a leadership role(s) on committees at assigned or other department/institution (ex. P&T Committee Chair )
		Appointed or invited to serve on expert panel convened to develop or update clinical practice guidelines
		Election to professional offices or boards related to clinical

<sup>1</sup> These presentations/publications or grants can be counted as competencies in either the Clinical Practice area or Scholarly area, but not both.

		practice (i.e. BPS specialty councils, etc.)
		Inducted as a fellow in professional organization that denotes a high level of clinical competency (ex. FCCP, FASHP)
	Selection as expert witness in legal matters	

## Teaching

<b>Satisfactory</b>	<b>Strong</b>	<b>Outstanding</b>
Coordinates or co-coordinates one class per academic year	Coordinates or co-coordinates more than one class per academic year	
Provides at least four hours in laboratory sessions and team taught courses other than those the candidate coordinates	Provides at least six hours in laboratory sessions and team taught courses other than those the candidate coordinates	Provides eight or more hours in laboratory sessions and team taught courses other than those the candidate coordinates
Has satisfactory peer teaching evaluations	Has strong peer teaching evaluations	Has outstanding peer teaching evaluations
Receives a ranking as faculty/instructor at least equal to the college average on student evaluations	Receives a ranking as faculty/instructor above the college average in overall or composite rating on student evaluations	Receives a ranking of at least 90% in overall or composite rating as instructor/faculty on student evaluations
Is invited to present lectures or teach at other institutions at the local/regional level	Is invited to present lectures or teach at other institutions at the state or level	Is invited to present lectures or teach at other institutions or at the national or international level
Precepts students on experiential rotations with satisfactory student evaluations	Precepts students on experiential rotations with strong student evaluations	Precepts students on experiential rotations with outstanding student evaluations
Lectures to students and trainees in pre-health and health professions training programs	Completes a professional Teaching and Learning Certificate Program, or other certification or advanced degree related to the areas in which the candidate teaches (CDE, AHIVPP, CGP)	Editor/author of textbook or textbook chapter that is adopted or translated for teaching at other institutions
	Mentors or supervises faculty, health care professionals, fellows, residents, graduate or international students didactically or experientially	Effectively serves as a mentor for junior faculty (evidenced by a letter from mentee or evidence of mentee's progress)
Participates in faculty development training (e.g., USF Academy for Teaching and Learning Excellence [ATLE])		
Presents local or college postgraduate or CE courses	Presents regional or statewide postgraduate, certificate or CE courses	Presents national or international postgraduate, certificate or CE courses

	Presents at professional meetings on a teaching-related topic that serves the teaching mission of the College <sup>2</sup>	
Facilitates small group discussions or sessions, and interprofessional activities in which instructive feedback is given to students		
	Develops and introduces new pharmacy didactic or experiential course(s) or makes substantial improvements to an existing course	
	Publishes educational material on a teaching-related topic in professional peer reviewed journals that serve the teaching mission of the College <sup>2</sup>	
	Submission of grant(s) to support or expand one's teaching	Funding of grant(s) to support or expand one's teaching
	Local recognition for either didactic or experiential teaching (ex. award nomination)	Receives a local either didactic or experiential teaching award/honor or is nominated for or receives a University-wide, regional or national teaching award.
	Develops/directs postgraduate or continuing education courses or training programs that serve a state or regional audience (ex. USF Teaching certificate program)	Develops/directs postgraduate or continuing education courses or training/certification programs that serve a national or international audience
		Participation in a leadership role on panels or review boards relating to teaching
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<sup>2</sup> These presentations/publications or grants can be counted as competencies in either the Teaching area or Scholarly area, but not both

		Develops a novel teaching technology or tool
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**Research/Creative/Scholarly Work**

<b>Satisfactory</b>	<b>Strong</b>	<b>Outstanding</b>
Authorship of a minimum average of one high quality, peer-reviewed publication/year	1 <sup>st</sup> , 2 <sup>nd</sup> , or corresponding, senior author on 3 high quality, peer-reviewed, publications	1st, 2nd, or corresponding, senior author on 5 high quality, peer-reviewed publications
Authorship of nonprint materials (video, online, etc)	Authorship of scholarly books/chapters, or other scholarly materials	Editor or editorial board member of a journal or scholarly text, or other scholarly material
	Ad hoc manuscript (or other scholarly publication) reviewer	Membership on national/state research peer-review panel or study section
Grant submission as co-investigator	Grant submission as principal investigator or co-principal investigator	Grant submission and funded as principal investigator or co-principal investigator
	Grant submission and funded as co-investigator	
Involved research or other creative scholarship	PI of at least one research activity	PI of at least two research activities, one of which is a prospective methodology
Presentation (oral or poster) of research at local meeting	Presentation (oral or poster) of research at regional or state meeting	Presentation (oral or poster) of research at national or international meeting
	Serves as a thesis or dissertation advisor for graduate students, (MS or PHD) or post-graduate residents or fellows or serves on the committee for thesis or dissertation	Serves as chair for thesis or dissertation
	Mentorship of at least two Pharmacy Longitudinal Research Project (PLRP) students or student groups evidenced by completion of mentor requirements per the PLRP manual	Mentorship of four or more PLRP groups evidenced by completion of mentor requirements per the PLRP manual

**Service**

Service activities include service to the department, College and University and to the faculty member’s local, state, national, professional or academic communities.

<b>Satisfactory</b>	<b>Strong</b>	<b>Outstanding</b>
Participate in local health fair or educational event	Organize local health fair or educational event or participate in statewide or international health fair or educational event	Organize a large scale educational event with a state/national/international lay audience
Write newsletter article for or present to a local community nonmedical (lay) organization	Write newsletter article for or present to state non-medical (lay) organization; contribution to local press	Write newsletter article for or present to a national or international nonmedical (lay) organization
Member of COP or Department committee	Chair or officer of COP or Department committee(s) or council(s). Member of University committee(s) or council(s).	Chair or officer of University committee
Advisor for COP students		
Member of national or international professional organization; committee member for local or state professional organization	Officer, committee chair, or board member for local or state professional organization; committee member for national or international professional organization	Officer, committee chair or board member for national or international professional organization
	Oversee/coordinate an aspect of the mission of the college (i.e. technology, informatics, simulations, IPE, leadership international affairs, etc.)	
	Attend mission trip or international experience representing USF Health	Coordinates/plans a mission trip or international experience representing USF Health
Assists with student recruitment and interviews		
Assists with faculty recruitment and interviews		
Involvement in COP programmatic events (i.e. White Coat Ceremony, Graduation, etc.)		
	Advising COP student organization with documentation of participation	

Provides 10 hours/year or semester of non-teaching/instructive support for other courses (OSCE, assisting with inhaler or glucometer technique)	Provides more than 10 hours/year or semester of non-teaching/instructive support for other courses (OSCE, assisting with inhaler or glucometer technique)	
	Develop or review questions for NAPLEX or other board examination	
	Peer reviewer for meeting abstracts and posters	