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I. Introduction
This document summarizes the various classifications of the faculty and guidelines for promotion and the award of tenure by different pathways at the USF Health College of Pharmacy (College).

1) Faculty on a tenure pathway must be involved in externally-funded research as well as have efforts in at least two of the other mission areas of focus: clinical care, teaching, or service/administration/leadership. Research, as the primary mission area of focus, must be rated as outstanding. The second mission area must receive a rating of outstanding. For the tertiary area, a minimal rating of strong would be required.

2) Faculty on non-tenure pathways have the expectation of excellence as demonstrated by objective data in one of the major mission areas of academic activity and must have involvement in at least two of the mission areas of research, clinical care, teaching, or service/administration/leadership. This would mean a rating of outstanding by the APT Committee for primary mission area of excellence. For secondary mission area, a minimal rating of strong would be required.

3) Faculty member’s percent effort will be utilized to support the faculty member’s selection of primary, secondary and tertiary areas.

4) There is a requirement for scholarship; but this is defined more broadly for those faculty on a non-tenure earning appointment and may include not only peer-reviewed publications, but alternative scholarship modalities including podcasts, YouTube videos, patents and other intellectual property transfers.

5) It is expected that for promotion to associate professor, a regional reputation is required; and for promotion to professor, a national reputation is required in the primary area of focus.

II. Composition of the College of Pharmacy
The College is comprised of a) Core Faculty and b) Collaborative Faculty.

A. Core Faculty

1) Core faculty is comprised of those faculty on tenure, tenure-earning or non-tenure appointments that are either full-time (1.0 FTE); or, if less than full-time, involved in professional activities entirely pursuant to College assignment or duties that are solely at College-affiliated institutions or other sites approved by the dean.

2) These faculty are assigned working titles of Instructor, Assistant Professor, Associate Professor, and Professor.

B. Collaborative Faculty

1) Collaborative faculty include those involved in single mission activity: Voluntary, Adjunct, Emeritus, Joint and Secondary Appointments, Visiting Scholars, and contractual clinical community partners.

2) These faculty are assigned working titles of Instructor, Assistant Professor, Associate Professor, and Professor with the modifier of Collaborative preceding the title.

3) These faculty may apply for promotion if they excel in their primary mission area.

4) Their promotion would be evaluated by the guidelines for the Collaborative Faculty.
III. Definitions of Appointment Categories:

A. Tenure Earning or Tenured Appointment (Core)

1) This category identifies a tenure-earning or tenured appointment for Core Faculty members.
2) Promotion in this category to Associate Professor and Professor is determined in accordance with the criteria for the Tenure-Earning Pathway. For faculty on tenure-track appointments, advancement to the Associate level is made simultaneously with granting of tenure. (See USF Tenure & Promotion Guidelines July 15, 2014)
3) These faculty are involved in three of the four mission areas of the college with Research/Scholarly activity being the primary area of focus.

B. Non-Tenure (Core)

1) This category identifies those core faculty that are involved in at least two major mission areas of the college.
2) Their promotion pathway is via the area of focus pathway.

C. Collaborative

1) Collaborative faculty include those involved in single mission activity.
2) They are promoted by the area of focus pathway using the collaborative faculty guidelines.

D. USF and USF Health guidelines will be followed for Tenure, Non-Tenure (Core) and collaborative appointments for promotions. Please see guidelines here: https://www.usf.edu/provost/faculty-info/tenure-promotion.aspx

IV. Titles for Core Faculty

A. Instructor

1) This is an appointment for individuals who have not yet met the requirements for appointment as Assistant Professor and requires a minimum of a Master’s degree in an appropriate area of specialization relevant to the planned assignment.
2) The Instructor title is considered non-ranked faculty; and therefore, advancement requires applying to an appropriate Assistant Professor position and is not via the promotion process.

B. Assistant Professor

1) This appointment requires a Doctorate or other recognized terminal degree in the appointee’s field of specialization.
2) Appointees should have a minimum of two years of experience following receipt of their Doctorate and should be Board-eligible in their specialty and sub-specialty, if applicable; or demonstrate an equivalent level of specialized accomplishment.

C. Associate Professor

1) This appointment ordinarily requires a minimum completion of five years of continuing, productive service as an Assistant Professor at the College; or the equivalent if transferring from another academic institution as determined by quality and quantity of
work before applying.

2) Promotion from Assistant Professor to Associate Professor is in accordance with the guidelines relevant to appointment category as either tenure-earning or non-tenure.

3) For those on the tenure-earning pathway, application for promotion to Associate Professor, requires application for tenure in accordance with the University policy.

D. Professor

1) This appointment ordinarily requires a minimum completion of five years of continuous, productive accomplishment as an Associate Professor at the College; or the equivalent if transferring from another academic institution as determined by quality and quantity of work before applying.

2) Promotion from Associate Professor to Professor is in accordance with the guidelines relevant to your appointment category as either tenured or non-tenured pathway.

V. Titles for Collaborative Faculty

A. Collaborative Instructor

1) This appointment requires at least a Master’s degree and two years of related professional experience.

B. Collaborative Assistant Professor

1) This title requires a Doctoral degree and Board eligibility or Certification in the area of appointment or other recognized terminal degree in the appointee’s field of specialization and an equivalent level of specialized experience.

C. Collaborative Associate Professor

1) This title ordinarily requires active and sustained participation in the College’s activities as a Collaborative Assistant Professor for a period of at least five years, together with evidence of outstanding accomplishment.

D. Collaborative Professor

1) This title ordinarily requires active and sustained participation in the College’s activities as a Collaborative Associate Professor for a period of at least five years, together with evidence of outstanding accomplishment.
VI. Promotion Pathway by Area of Focus

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Path for Promotion</th>
<th>Research/Scholarly Activity</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/Admin/Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Tenured</td>
<td>Required</td>
<td></td>
<td>Must choose at least two (2)</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>Non-Tenured</td>
<td>Choose primary area of excellence and at least 1 secondary area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative</td>
<td>Collaborative</td>
<td>Choose primary area of excellence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Selecting Area of Focus

1) Select primary focus from one of the following:
   • Research (required for tenure-earning pathway)
   • Clinical Care
   • Teaching
   • Service/Administration/Leadership

   a. The primary area of focus should reflect the faculty member’s major area of achievement and activity.
   b. In choosing the primary area of focus, the faculty member should consider the quantity and quality of their contribution in the chosen area.
   c. As faculty members may change their focus during their career, it should reflect the area in which they have been most recently involved and are devoting a substantial proportion of their effort.
   d. Area of focus may change from one promotion to the next.
   e. Evidence of strong, sustained scholarly activity is a requirement for all areas of focus, even if the research area is not selected.
   f. The selection of the primary area of focus should be consistent with the faculty member’s assignment as per their Faculty Activity Reporting (FAR) form, or the equivalent Faculty Assignment documentation from institutions other than USF

2) Select a second area of focus from the list above.

   a. Faculty on the tenure pathway must choose two areas in addition to the primary area of research
   b. Secondary areas of focus may represent contributions of outstanding quality and importance but the quantity of contribution may be less than the primary area of focus.
   c. Substantial academic contributions in one or more supporting activities will supplement accomplishments in the primary focus and do not diminish the requirement for excellence in the primary focus.

3) Promotion for Collaborative Faculty

   a. Collaborative faculty may apply for promotion if they excel in their mission area according to the guidelines for promotion of the collaborative faculty.
VII. Descriptions of Areas of Focus

A. Research/Scholarly Activity
1) Includes basic, translational, and clinical research, epidemiology, biostatistics, and other areas of health-related research.
2) Includes those individuals who bring a unique or critical expertise to a research team.
3) Scholarship is demonstrated by the following:
   a. First, second, corresponding or senior author publications of original research, and/or
   b. Research as an individual or small group.
   c. Publications from large multi-disciplinary studies may be included; but the candidate needs to have made documented, significant intellectual contributions.
   d. Impact factor and H-Index will be considered
4) Grant funding from federal, foundation, or industry institutions; NIH preferred. PI and multiple PI grants are required for the tenure-earning pathway.
5) Patents will be assessed as evidence of creative scholarly activity using the following:
   b. Patent Issued = Peer review publication in a moderate (4-6) impact journal.
   c. Licensing revenue = Grant funding corresponding to level of amounts generated.
   d. While patents will be viewed as evidence of scholarly activity, they do not substitute for publication requirements for each pathway or rank.

B. Teaching
1) This area is for those faculty who spend the majority of their time on educational activities.
2) Educational activities include didactic teaching of students, residents, clinical fellows, postdoctoral fellows, and peers; research training and mentorship, clinical teaching and mentorship; course development; and administrative teaching leadership roles such as course director or residency program director.
3) Evaluation will be on the quantity and quality of teaching activities, recognition for their contributions, and scholarship in education.
4) Scholarship in education includes original research, reviews, chapters, educational materials in print or other media, and/or educational methods, policy statements, assessment tool development and other evidence of educational scholarship such as novel communications via podcasts, YouTube, etc.

C. Clinical Expertise and Innovation
1) This area is for those faculty whose primary area of emphasis is clinically-related expertise.
2) The candidate may have demonstrated innovative approaches to diagnosis, treatment, or prevention of disease, applications of technology to clinical care, establishment of recognized best practice guidelines.
3) Scholarship may include publications, practice guidelines, patient care protocols, and innovative clinical devices.
4) Education may include students, residents, fellows, peers, other health care professionals, and patients.
5) Development of a clinical reputation and documentation for clinical excellence.

D. Service/Administration/Leadership
   1) This area is for those faculty with the primary focus in service, administration, and/or leadership at the department, college, university, or professional level, regionally or nationally.
   2) Administration may include administrative efforts toward the management of large research grants or educational programs.
   3) Leadership may include roles within hospital, clinical or healthcare organizations.
### VIII. Areas of Focus Examples

#### A. Research/Scholarly Activity

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Basic and Applied Research            | • PI/Multi-PI of funded research grants or clinically-funded research  
                                          • Membership on national/state research peer-review panels  
                                          • Unsolicited invitations to present research findings at other institutions or at national/international professional or scientific meetings  
                                          • Demonstration of initiative and sustained activity as independent researcher  
                                          • Patents, Copyrights, Trademarks  
                                          • Patent Application/Disclosure = Abstract  
                                          • Patent Issued = Peer review publication in a moderate (4-6) impact journal.  
                                          • Licensing revenue = Grant funding corresponding to level of amounts generated. |
| Published Works                       | • Authorship of peer-reviewed publications  
                                          • Author/Editor of peer-reviewed books, chapters, video, and other non-print materials  
                                          • Author of other scholarly publications including consensus statements and practice guidelines |
| Presented Works                       | • Poster or oral presentation at state, national or international level  
                                          • Unsolicited invitations to present research findings at other institutions or at national/international professional or scientific meetings |
| Creation of Innovative Teaching Modalities | • Publication of educational innovations, including curriculum development and new teaching material |
| Creation of Clinical Materials and Procedures | • Publications of clinical observations, reviews, investigations, computer programs or contributions dealing with new clinical insights, improved methods or diagnosis and treatment and more effective delivery systems |
| Original Contributions to Health Science Knowledge Base | • Evidence of original contributions to the health science knowledge base |
| Other                                 | • Scientific honors/awards  
                                          • Election to membership or fellowship in prestigious scholarly society |
### B. Teaching

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Teaching</td>
<td>• Participation in courses and lectures to medical or graduate students, residents, fellows (clinical or postdoctoral)</td>
</tr>
<tr>
<td></td>
<td>• Continuing professional education and public education</td>
</tr>
<tr>
<td></td>
<td>• Learner and peer evaluations</td>
</tr>
<tr>
<td></td>
<td>• Evidence of increasing involvement and responsibility over time</td>
</tr>
<tr>
<td></td>
<td>• Innovation in classroom teaching methods or novel applications</td>
</tr>
<tr>
<td></td>
<td>• Production of tests or educational software</td>
</tr>
<tr>
<td></td>
<td>• Unsolicited invitations to teach at other institutions including Grand Rounds</td>
</tr>
<tr>
<td></td>
<td>• Ability to attract students to electives</td>
</tr>
<tr>
<td>Research Training and Mentoring</td>
<td>• Number and stature of individual trained</td>
</tr>
<tr>
<td></td>
<td>• Evaluations by students, residents, and fellows</td>
</tr>
<tr>
<td></td>
<td>• Involvement in education in professional society</td>
</tr>
<tr>
<td></td>
<td>• Mentorship of Pharmacy Longitudinal Research Project student groups</td>
</tr>
<tr>
<td></td>
<td>• Chair, advisor or membership on thesis/dissertation committee</td>
</tr>
<tr>
<td>Clinical Teaching and Mentoring</td>
<td>• Evaluations by students, residents, and fellows</td>
</tr>
<tr>
<td></td>
<td>• Involvement in education in a professional society (ex: webinar)</td>
</tr>
<tr>
<td>Administrative Teaching Leadership Role (e.g. course coordinator or co-coordinator)</td>
<td>• Evaluations and success of course and/or programs</td>
</tr>
<tr>
<td></td>
<td>• Innovations to existing programs introduced by candidate</td>
</tr>
<tr>
<td></td>
<td>• Increased attraction of highly competitive candidates, enhanced diversity of program</td>
</tr>
<tr>
<td>Additional Teaching Accomplishments</td>
<td>• Teaching awards</td>
</tr>
<tr>
<td></td>
<td>• Serving as an effective mentor for students, residents, fellows, junior faculty or other learners</td>
</tr>
</tbody>
</table>

### C. Clinical Care

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Care</td>
<td>• Recognition as an outstanding clinician as evidenced by letters of support and/or evaluations</td>
</tr>
<tr>
<td></td>
<td>• Reputation of clinical excellence and documentation of quality</td>
</tr>
<tr>
<td>Clinical Leadership</td>
<td>• Holding leadership roles in an affiliated hospital or healthcare organization or recognized achievement on behalf of such an organization</td>
</tr>
<tr>
<td>Clinical Practice Development</td>
<td>• Establish new clinical practice site/service</td>
</tr>
<tr>
<td></td>
<td>• Develop a new collaborative practice agreement within an established practice site</td>
</tr>
<tr>
<td>Clinical Recognition</td>
<td>• Membership or fellowship in elected professional organization that denotes high level of clinical competency</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clinical Service</td>
<td>• Participation in multi-disciplinary conferences and tumor boards or similar examples of clinical service</td>
</tr>
</tbody>
</table>

### D. Service/Administration/Leadership

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Service         | • Service to department, college, and university  
                  • Service to local, state, national, professional, or academic communities                                                             |
| Administration  | • Recognized achievements in administration, including director of residency, fellowship, graduate programs  
                  • Recognized achievement in administration to department, college, university, or professional society                                      |
| Leadership      | • Recognized achievement in leadership to department, college, university, or professional/scientific society  
                  • Leadership in community service  
                  • Holding leadership roles in an affiliated hospital or healthcare organization on behalf of such an organization  
                  • Holding leadership office in professional or scientific societies at local, state, regional, national, or international level  
                  • Chair or Vice Chair of department, college or university committee  
                  • Chair of national committee, advisory board, or study section                                                                 |
| Other           | • Serving on civic organizations concerned with health care issues at local, state, national, or international level  
                  • Serving as a faculty advisor for a student organization  
                  • Editor or editorial board member of scientific journal  
                  • Manuscript reviewer for scientific / specialty journal  
                  • Service on national research committees and task forces  
                  • Question development/review for national board examinations                                                                 |
IX. Tenure Pathway Metrics

A. Promotion and Tenure to Associate Professor with Award of Tenure

<table>
<thead>
<tr>
<th>Research</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/Admin/Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer-Reviewed Publications</strong>*</td>
<td><strong>Reputation of clinical excellence and quality</strong></td>
<td><strong>Evidence of teaching innovation</strong></td>
<td><strong>University / Collegiate committees plus membership in professional societies</strong></td>
</tr>
<tr>
<td>• 8 or more publications since appointment to assistant professor</td>
<td>• Positive teaching evaluations; or strong peer-reviewed teaching evaluations; or program or course development</td>
<td>• Successful mentorship of students and/or postdoctoral fellows</td>
<td><strong>Peer-reviewed study section member; or service as journal reviewer or on journal editorial boards</strong></td>
</tr>
<tr>
<td>• 4 or more as first or senior corresponding author since appointment as assistant professor in thematic area that signifies independent investigation and development of area of expertise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Publications in high quality journals may decrease the total number of publications required for advancement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grants or Extramural Funding (Required)**

• PI/Multi-PI or Co-Investigator as defined by NIH criteria, on peer-reviewed federal, foundation, state, industrial or other equivalent extramural funding or grants demonstrating sustained submission efforts with evidence of positive feedback from reviewers

• Evidence of a regional reputation in area of expertise.

*Additional adjustments may be suggested as appropriate by the department chair for number of publications
### B. Promotion to Full Professor – Tenure Pathway

<table>
<thead>
<tr>
<th>Research</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/Administration/Leadership</th>
</tr>
</thead>
</table>
| **Peer-Reviewed Publications***<sup>*</sup>  
- 8 or more peer-reviewed publications since appointment to associate professor of such quality to achieve a national reputation as an investigator  
- 4 or more as first or senior author since appointment or promotion | **Reputation of clinical excellence and quality** | **Evidence of teaching innovation**  
- Positive lecture evaluations; or multiple strong peer-reviewed teaching evaluations; or program or course development  
- Sustained mentorship of graduate students and/or postdoctoral fellows or T32 or K-award mentorship | **Continued service on University / Collegiate committees plus membership in professional societies**  
- Ad hoc or regular peer- review study section membership; and/or service as a regular ad hoc reviewer and journal editorial board member.  
- Documentation of national reputation as a leader in administration or national service to professional organizations |
| **Grants or Extramural Funding (Required)**  
- PI, multi-PI or Co-Investigator as defined by NIH criteria, with sustained federal, foundation, state, industrial of other equivalent extramural funding or grant submissions demonstrating sustained submission efforts with evidence of positive feedback from reviewers  
- Evidence of a national or international reputation in area of expertise. |  |  |  |

*Additional adjustments may be suggested as appropriate by the department chair for number of publications*
X. Core - Non-Tenure Pathway Criteria

A. Promotion to Associate Professor by Primary Area of Focus

<table>
<thead>
<tr>
<th>Research/Scholarly Activity</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/Admin/Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-Reviewed Publications (Numbers adjusted based on % effort in Research)*</td>
<td>• Reputation of clinical excellence and documentation of quality</td>
<td>• Positive teaching evaluations; or strong peer-reviewed teaching evaluations; or program or course development (See Appendix A for example of Teaching Dossier)</td>
<td>• University / Collegiate committees plus membership in professional societies</td>
</tr>
<tr>
<td>Grants or Extramural Funding (Recommended)</td>
<td>• Evidence of a regional reputation in area of focus</td>
<td>• Successful mentorship of students, residents, and/or postdoctoral fellows</td>
<td>• Peer-reviewed study section member; or service as reviewer or on editorial boards</td>
</tr>
</tbody>
</table>

*Additional adjustments may be suggested as appropriate by the department chair for number of publications.
## B. Promotion to Full Professor by Primary Area of Focus

<table>
<thead>
<tr>
<th>Research</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/ Admin/Leadersh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer-Reviewed Publications (Numbers adjusted based on % effort in Research)</strong>&lt;br&gt;• 8 or more peer-reviewed publications since appointment or promotion to associate professor&lt;br&gt;• Publications in high quality journals may decrease the total number of publications required for advancement&lt;br&gt;<strong>Grants or Extramural Funding (Recommended)</strong>&lt;br&gt;• PI/Multi-PI or Co-Investigator as defined by NIH criteria, on peer-reviewed federal, foundation, state, industrial, professional society/organization or other equivalent extramural funding or grants demonstrating sustained submission efforts with evidence of positive feedback from reviewers&lt;br&gt;• Evidence of a national reputation in primary area of focus.</td>
<td>• Reputaion of clinical excellence and quality</td>
<td>• Positive lecture evaluations; or multiple strong peer-reviewed teaching evaluations; or program or course development&lt;br&gt;• Sustained mentorship of students, residents and/or postdoctoral fellows or T32 or K-award mentorship</td>
<td>• Continued service on University / Collegiate committees plus membership plus leadership or service role in professional societies&lt;br&gt;• Ad hoc or regular peer-review study section membership; and/or service as a regular ad hoc reviewer and journal editorial board member.&lt;br&gt;• Documentation of national recognition for service or administrative leadership</td>
</tr>
</tbody>
</table>

*Additional adjustments may be suggested as appropriate by the department chair for number of publications*
# XI. Promotion of the Collaborative Faculty Non-Tenure

## A. Promotion to Collaborative Associate Professor

<table>
<thead>
<tr>
<th>Research/Scholarly Activity</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/Admin/Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-Reviewed Publications (Numbers adjusted based on % effort in Research)*</td>
<td>• Reputation of clinical excellence and documentation of quality</td>
<td>• Positive teaching evaluations; or strong peer-reviewed teaching evaluations; or program or course development (See Appendix A for example of Teaching Dossier)</td>
<td>• University / Collegiate committees plus membership in professional societies</td>
</tr>
<tr>
<td>(Recommended)</td>
<td></td>
<td></td>
<td>• Peer-reviewed study section member; or service as reviewer or on editorial boards</td>
</tr>
<tr>
<td></td>
<td>• 8 or more publications since appointment to assistant professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Publications in high quality journals may decrease the total number of publications required for advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grants or Extramural Funding (Recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PI/Multi-PI or Co-Investigator as defined by NIH criteria, on peer-reviewed federal, foundation, state, industrial, professional society/organization or other equivalent extramural funding or grants demonstrating sustained submission efforts with evidence of positive feedback from reviewers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence of regional reputation in area of primary focus.</td>
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</tr>
</tbody>
</table>

*Additional adjustments may be suggested as appropriate by the department chair for number of publications*
### B. Promotion to Collaborative Professor

<table>
<thead>
<tr>
<th>Research</th>
<th>Clinical</th>
<th>Teaching</th>
<th>Service/Admin/Leaders</th>
</tr>
</thead>
</table>
| Peer-Reviewed Publications (Numbers adjusted based on % effort in Research)*  
- 8-12 peer-reviewed publications since appointment or promotion to associate professor  
- Publications in high quality journals may decrease the total number of publications required for advancement  
Grants or Extramural Funding (Recommended)  
- PI/Multi-PI or Co-Investigator as defined by NIH criteria, on peer-reviewed federal, foundation, state, industrial, professional society/organization or other equivalent extramural funding or grants demonstrating sustained submission efforts with evidence of positive feedback from reviewers |
| • Reputation of clinical excellence and quality  
- Positive lecture evaluations; or multiple strong peer-reviewed teaching evaluations; or program or course development  
- Sustained mentorship of students, residents and/or postdoctoral fellows or T32 or K- award mentorship |
| • Continued service on University/Collegiate committees plus membership and leadership or service role in professional societies  
- Ad hoc or regular peer-review study section membership; and/or service as a regular ad hoc reviewer and journal editorial board member |

*Additional adjustments may be suggested as appropriate by the department chair for number of publications
XII. Appointment and Promotion Criteria by Rank

A. Assistant Professor

The following criteria must ordinarily be met for appointment to the rank of Assistant Professor:

1) This appointment requires a Doctorate or other recognized terminal degree in the appointee’s field of specialization.
2) Post-graduate pharmacy residency training or post-doctoral training of at least two years’ duration
3) Pharmacy Board eligibility in their specialty or sub-specialty, if applicable, or demonstration of an equivalent level of specialized accomplishment, if applicable
4) Three letters of recommendation from individuals who are well acquainted with the candidate’s work and professionalism.

B. Associate Professor

The following criteria must ordinarily be met for appointment or promotion to the rank of Associate Professor:

1) A minimum of five completed years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent. Exceptional candidates may apply for promotion earlier than five years if the candidate meets criteria.
2) Collegiality and participation as a citizen of the University and the College.
3) Contributions in the area of service to the College or University, their profession, and/or the community.
4) A minimum of five (5) supportive letters of review from appropriately qualified individuals.
   a. For those on the non-tenure pathway three (3) letters minimum need to be from external sources, with two (2) additional letters from colleagues at the College of Pharmacy. For those on the tenure pathway (5) letters minimum from external sources.
   b. External letters must not be from someone with whom the candidate has a training relationship or has been a research collaborator on the same research team. Additionally, external letter cannot be from someone with whom the candidate has worked with at the same institution in the last five years.
   c. Reviewers should be of an academic rank, which is equal or greater than the one proposed for the candidate, or the equivalent to a senior researcher from a government or private agency.
d. For non-tenure track faculty external letters may also be from the Director of Pharmacy at a hospital, CEO of a hospital or practice, leaders in local, regional, or national organizations. If assessing clinical excellence, the CEO of a practice must be a clinician. Non-clinical CEO's may assess administrative abilities.

e. The reviewers should disclose any potential conflicts of interest in providing an unbiased review.

f. Internal letters of support should emphasize information not readily obtainable from CV such as teaching strengths, collegiality, or administrative service.

5) Submission of three to five of the candidates supporting scholarly publications, works, or other documentation of excellence in their chosen areas of focus.

For faculty on tenure-track appointments, advancement to the Associate Professor rank is made simultaneously with granting of tenure. Promotion to Associate Professor ordinarily requires completion of five years of continuing productive service as tenure-earning Assistant Professor at the College or the equivalent if transferring from another academic institution as determined by quality and quantity of work. Exceptionally qualified faculty who meet all qualifications may go up for promotion and tenure early if they have the full support of their department APT Committee and their Chair before application.

For those seeking appointment at the same rank as their prior institution may request a waiver of the above letter requirement from the Associate Dean of Faculty Affairs.

C. Professor

The following criteria must ordinarily be met for appointment or promotion to the rank of Professor before application:

1) A minimum of five completed years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent.

2) Collegiality and participation as a citizen of the University and the College.

3) Contributions in the area of service to the College or University, their profession, and/or the community.

4) A minimum of five (5) supportive letters of recommendation from appropriately-qualified individuals.

a. For those on the tenure and non-tenure pathway five (5) letters minimum need to be from external sources.

b. External letters must not be from someone with whom the candidate has a training relationship or has been a research collaborator on the same research
team. Additionally, external letter cannot be from someone with whom the candidate has worked with at the same institution in the last five years.

c. Reviewers should be of an academic rank which is equal or greater than the one proposed for the nominee, or the equivalent to a senior researcher from a government or private agency.

d. External letters may also be from the Director of Pharmacy of hospital, CEO of hospital or practice, leaders in local, regional, or national organizations. If assessing clinical excellence, the CEO of a practice must be a clinician. Non-clinical CEO’s may assess administrative abilities.

e. The reviewers should disclose any potential conflicts of interest in providing an unbiased review.

f. Internal letters of support should emphasize information not readily obtainable from CV such as teaching strengths or administrative service.

5) Submission of five of the candidates supporting scholarly publications, works, or other documentation of excellence in their chosen areas of focus

6) For those seeking appointment at the same rank as their prior institution, they may request a waiver of the above letter requirement from the Associate Dean of Faculty Affairs.

D. Collaborative Faculty

1. Collaborative Assistant Professor
   a. This title requires a Doctoral degree and Board-eligible or Certification in the area of appointment or other recognized terminal degree in the appointee’s field of specialization and an equivalent level of specialized experience.

   b. Three letters of recommendation from individuals who are well acquainted with the candidate’s work and professionalism.

2. Collaborative Associate Professor
   a. This title ordinarily requires active and sustained participation in the College’s activities as a Collaborative Assistant Professor for a period of at least five years, together with evidence of outstanding accomplishment. The following criteria must ordinarily be met for appointment or promotion:

      i. At least five years of continuous, active participation at current rank.

      ii. Members of the Collaborative Faculty are expected to meet the college-wide criteria for appointment or promotion to the ranks of Collaborative Associate Professor.

      iii. Collegiality and participation as a citizen of the University and the College.

      iv. At least three letters of recommendation from individuals who are not affiliated with organizations and institutions
from where the candidate has trained, and who are not colleagues or partners from where the candidate has clinical experience. The reviewers should disclose any potential conflict of interest to provide an unbiased review.

v. Up to three reprints of candidate scholarly publications (optional).

3. **Collaborative Professor**
   a. This title ordinarily requires active and sustained participation in the College’s activities as a Collaborative Associate Professor for a period of at least five years, together with evidence of outstanding accomplishment.
   b. The following criteria must ordinarily be met for appointment or promotion for the Collaborative Faculty:
      i. At least five years of continuous, active participation at current rank.
      ii. Members of the Collaborative Faculty are expected to meet the college-wide criteria for appointment or promotion to the rank of Collaborative Professor.
      iii. Collegiality and participation as a citizen of the University and the College.
      iv. At least three letters of recommendation from individuals who are not affiliated with organizations and institutions from where the candidate has trained, and who are not colleagues or partners in the same practice from where the candidate has clinical experience. The reviewers should disclose any potential conflicts in order to provide an unbiased review.
      v. Up to three reprints of candidate scholarly publications (optional).

XIII. **Procedures for Appointment**

1) **General:** Appointments to the Core Faculty are made in writing by the Dean and Vice President USF Health, upon the recommendation of the Department Chairperson after the completion of search by faculty search committee. Recommendations for appointment must be accompanied by a current Curriculum Vitae and a cover letter from the Department Chairperson that outlines the candidate's qualifications and scholarly accomplishments and indicates his or her proposed departmental role and responsibilities. Recommendations for appointment to the rank of Associate Professor or Professor require the approval of the Department and College Appointment, Promotion and Tenure Committees, and must meet the criteria specified for the individual pathways.

2) **Tenure Earning Appointments:** Core Faculty with the rank of Assistant Professor, Associate Professor, or Professor may be appointed on a full or partial tenure earning basis at the time of their initial appointment. Faculty members are tenure earning only to the amount indicated in their contract of employment, regardless of whether they also have an additional non-tenure earning appointment.

3) **Transfer of Tenure Earning Credit on Appointment:** Faculty members with prior tenure
earning credit at another institution may apply to have their tenure earning credit transferred at the time of their initial appointment to the College. Upon recommendation of the Department Chairperson, up to two years of tenure earning time may be credited for an Assistant Professor, up to three years for an Associate Professor, and up to four years for a Professor, subject to the approval of the Dean and Senior Vice President USF Health. Such approval must be in writing prior to the start of employment and must be based upon official documentation of the faculty member's tenured or tenure earning status at the previous institution(s).

4) **Change to Tenure Earning Status or Suspension of Tenure Earning Status:** Change from non-tenure earning to tenure earning status may be accomplished within the first five years of full-time employment or upon application related to achievements essentially equivalent to those expected of tenure accruing faculty. Such changes to tenure accruing status are subject to state appropriated fund availability and the approval of the Department Chairperson, Dean, and Senior Vice President USF Health. Faculty requesting such change may request that all or part of their previous employment time be considered toward tenure eligibility on the recommendation of the Department Chair and approval by the Dean and Senior Vice President USF Health. The tenure clock will commence with the date of transfer to tenure-earning status for such individuals unless written approval is granted by the Dean and Vice President for employment time at this College of Pharmacy prior to the date of transfer. The Dean in consultation with the Chairs of the departments can suspend the tenure earning status of the faculty, and the faculty can still continue to be part of the faculty and deliver the duties assigned. Faculty will have to apply in writing for this change or Dean will have to inform the faculty about the change in tenure status with appropriate reasons for the actions.

5) **Change to Non-Tenure Earning Status:** Faculty may voluntarily request to change from tenure earning to non-tenure earning status at any time prior to the initiation of the tenure review process for them. This request will be considered a “fixed” change in status. Members of the Core Faculty may also elect to change from tenure earning to non-tenure earning status for a specified time period under exceptional circumstances, such as medical exigencies, provisions of FMLA or ADA, at any time prior to the initiation of the tenure review process for them without change of University contracted salary. Following the period of appointment to a non-tenure earning appointment category, such faculty members will return to the tenure-earning position and the tenure clock will resume. Requests to change to non-tenure earning status must be made in writing in advance and be approved by the Department Chairperson, Dean, and Vice President USF Health.

6) **Promotion on Appointment:** Exceptionally qualified faculty may be recommended for promotion to Associate Professor or Professor at the time of their initial appointment. Such recommendations require submission of a full dossier in the same format as that utilized in the College's annual promotion and tenure review process including evaluations of teaching, research, and scholarly activity. Promotion on appointment requires the concurrence of the Department Chairperson, the Department and College Appointment, Promotion and Tenure Committees, and the approval of the Dean and Senior Vice President USF Health.

7) **Tenure on Appointment:** Exceptionally qualified faculty may be recommended for tenure at the time of their initial appointment, independent of their previous tenure earning or tenured status. Such recommendations require submission of a full dossier in the same format utilized in the College's annual tenure review process. The award of tenure on
appointment requires the concurrence of the Department Chairperson, the Department and College Appointment, Promotion and Tenure Committees, and the approval of the Dean, Senior Vice President USF Health, the President and approval of the Board of Trustees.

8) **Expectations of Tenured Faculty:** In order for the University to perform its functions effectively, it is essential that faculty members be free to express new ideas and divergent viewpoints in their teaching and research. In the process of teaching and research, there must be freedom to question and challenge accepted "truths." A university must create an atmosphere that encourages faculty members to develop and share different ideas and divergent views and to make inquiries unbounded by present norms. Tenure contributes significantly to the creation of such an atmosphere. At the same time, in providing for “annual reappointment until voluntary resignation, retirement, or removal for ‘just cause’ or layoff” (USF System Regulation USF10.105), tenure is not an unconditional guarantee of lifelong employment. The granting of tenure is a privilege that carries enormous responsibility within the academic unit, the college, the University, and broader academic community. This responsibility includes maintenance of the highest academic standards, continued scholarly productivity, sustained teaching excellence, and ongoing beneficial service carried out in the spirit of collegial citizenship.

**XIV. Mid-Tenure Review**

**A. Progress-Toward-Tenure Review**

It is the responsibility of the Department Chairperson to include a progress-toward-tenure review as part of the annual assignment and evaluation process for all faculty appointed to tenure-earning positions regardless of full-time equivalency. A more extensive pre-tenure review must be conducted by the Department Chairperson and the Associate Dean of Faculty Affairs during the third year of tenure-earned time for faculty with a tenure-earning appointment. At the request of the faculty member, this mid-point review may be forwarded for review by the College Appointment, Promotion and Tenure Committee and Dean.

Faculty members in less than a 1.0 FTE tenure-earning positions who wish to apply for promotion at the end of five years of employment must participate in this mid-point review in the third year of employment.

The mid-tenure review addresses the performance of annual assignment, including teaching, research/creative activity, clinical performance, and service during the previous tenure-earning years to employment, as well as overall performance and contributions in terms of progress towards meeting the criteria for tenure.

**B. Required Materials for Mid-Tenure Review**

1) Current Curriculum Vita
2) Annual Faculty Evaluations
3) Student/Peer Evaluations of teaching
4) Selected examples of teaching materials and scholarship
5) Supporting documents of clinical excellence and quality if indicated
6) Brief self-evaluation by the faculty member supplemented by other relevant materials.

XV. Appendix A: Components of a Teaching Portfolio

1. Your Thoughts About Teaching
   • A reflective “teaching statement” describing your personal teaching philosophy, strategies, and objectives (see Teaching Philosophy).
   • A personal statement describing your teaching goals for the next few years
2. Documentation of Your Teaching
   • A list of courses where you taught and/or coordinated, with enrollments and a description of your responsibilities
   • Number of advisees, graduate and undergraduate
   • Syllabi
   • Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
   • Reading lists
   • Assignments
   • Exams and quizzes, graded and ungraded
   • Handouts, problem sets, lecture outlines
   • Descriptions and examples of visual materials used
   • Descriptions of uses of computers and other technology in teaching
   • Videotapes of your teaching
3. Teaching Effectiveness
   • Summarized student evaluations of teaching, including response rate and relationship to departmental average
   • Written comments from students on class evaluations
   • Comments from a peer observer or a colleague teaching the same course
   • Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
   • Letters from students, preferably unsolicited
   • Letters from course coordinator or department chair
   • Statements from alumni
4. Materials Demonstrating Teaching and Learning Philosophy
   • Evidence of pedagogical application and/or optimal course alignment
   • Instructor’s written feedback on student work
5. Activities to Improve Instruction
   • Participation in seminars or professional meetings on teaching
   • Design of new courses
   • Design of interdisciplinary or collaborative courses or teaching projects
   • Use of new methods of teaching, assessing learning, grading
   • Preparation of a textbook, lab manual, courseware, etc.
   • Description of instructional improvement projects developed or carried out
6. Contributions to the Teaching Profession and/or Your Institution
• Publications in teaching journals
• Papers delivered on teaching
• Reviews of forthcoming textbooks
• Service on teaching committees
• Assistance to colleagues on teaching matters
• Work on curriculum revision or development

7. Honors, Awards, or Recognitions
• Teaching awards from college, or university
• Teaching awards from profession
• Invitations based on teaching reputation to consult, give workshops, write articles, etc.
• Requests for advice on teaching by committees or other organized group
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