

## Standards for Promotion to Associate Professor with Tenure

Department of Chemistry

### RESEARCH STANDARDS

Because the Chemistry Department offers research-based degree programs, candidates for promotion are expected to be active researchers. Promotion to Associate Professor requires that a candidate demonstrate significant independent and original scholarship beyond the dissertation while employed at Cleveland State University. Research performed at a post-doctoral appointment, even if culminated during CSU employment, shall not constitute “original scholarship.” The significance of a candidate’s scholarship will be assessed in part by external reviewers in the same field as the candidate. Significant, independent, and original scholarship should be demonstrated by both of the following means:

- publication or acceptance of at least four full research articles in high quality, field-appropriate, peer-reviewed journals where the candidate is the sole senior or corresponding author. Articles with previous mentors as co-senior authors and/or corresponding authors will not count. Two publications construed as Letters (or similar designations/treatments) can substitute for any one article; however, Letters in particularly prestigious journals of high impact can be counted as a full article. Non-peer-reviewed articles, articles of opinion/editorial nature, or educational articles for general interest shall not be counted as part of the required four articles. Significant educational articles that are based on some laboratory research methodology, however, shall count. The quality of journals can be demonstrated, for example, with impact

factors, rejection rates, or appraisal from external reviewers. Impact of individual publications can be demonstrated with citation rates;

- receipt of competitive external funding from local, state, or national agencies where the candidate is the principal investigator or a co-principal investigator with a significant scholarly participation/role on a collaborative or multi-disciplinary project. The level of funding should be commensurate with the support provided to the candidate upon arrival at CSU. If collaborative funding is obtained, the candidate must clearly demonstrate the nature and level of participation in the project, the amount of money that goes directly to the investigator (and associated indirect funds), and explain to what extent it represents the candidate's scholarship (as opposed to the scholarship of other principal investigators).

If a candidate does not meet the publication and external funding criteria given above, the candidate can provide a rationale regarding his/her scholarly record as sufficient for promotion despite the shortfall; for example, if the candidate has published a major work as a senior author that has seminal impact on his/her field, and/or received major recognition for the limited body of scholarship produced at Cleveland State University, and/or received an extraordinary amount of external funding. However, even with exceptional cases, the candidate must still demonstrate accomplishments in both categories of scholarship.

Other indicators that a candidate has demonstrated significant independent and original scholarship include but are not limited to the following:

- receipt of internal or external funding for equipment or instrumentation, or grants-in-kind;
- quality of publication outlets. Publications in journals published by the American Chemical Society, the Royal Society of Chemistry, or other recognized high-impact journals in the candidate's field will carry higher weight;
- significant internal funding from competitive university programs;
- participation in (not simply attendance of) conferences, seminars, or other recognized professional meetings. Chairing or co-chairing sessions in professional meetings carries more weight than presenting poster or oral presentations. Invited presentations also carry greater weight, and greater weight can be given to conferences of larger scope (i.e. national or international, rather than local or regional);
- mentoring of post-doctoral researchers, undergraduates, and graduate students, especially if such mentoring leads to receipt of a degree or publications with advisees as co-authors;
- internal or external (higher weight) awards for research activities;
- any other research scholarship that can be demonstrated by the candidate.

Candidates should also be aware that any Peer Review Committee will solicit comments from external reviewers regarding the quality of the candidate's research scholarship. A minimum of six reviewers will be identified, with the hope of getting at least three external reviews. Letters from past mentors or collaborators will be interpreted as testimonials, not reviews. The list of acceptable reviewers will be determined by mutual consent between the candidate and the Peer Review Committee as much as possible. However, the Peer Review Committee retains the right to ask any external reviewer it deems fit for a review.

## TEACHING STANDARDS

Appointment or promotion to Associate Professor requires that a candidate demonstrate that s/he is a “fully competent teacher.” Competence can be demonstrated by, *inter alia*, the following means:

- consistently high (>3.0) scores in a majority of questions on the current student evaluation instrument over a period of time;
- consistently positive peer reviews over a period of time.
- A pattern of consistently improved performance over time to a competent level will also indicate teaching competency.

Other indicators that a candidate is a fully competent teacher include the following:

- consistently high scores on student evaluations in large (>>30) courses;
- development of new courses to serve student needs;
- development of quality course materials such as study guides, slides, etc.;
- grants for teaching and course development;
- departmental, university, or other awards for teaching quality;
- publication in peer-reviewed journals of education and science education;
- publication of educational books and textbooks;
- mentoring of students in a research lab (although this can be used to bolster one’s position as a competent teacher, it should not be used to supplant competence in traditional classroom/laboratory instruction.);

- any other education-related scholarship performed by the candidate.

Because of the inherent bias involved, endorsements from students or colleagues specifically requested by the candidate for support on their behalf may not carry much weight in assessing teaching competence. The members of the Department Peer Review Committee collectively bear the responsibility to perform peer evaluations of all junior faculty. The Department Peer Review Committee will evaluate the quality of a candidate's teaching after reviewing the evidence. The candidate has the responsibility of demonstrating teaching competence in the review dossier, and is urged to consult previous dossiers or members of the Department Peer Review Committee for guidance.

#### SERVICE STANDARDS

The Chemistry Department recognizes that the chief responsibilities of an untenured faculty member is to amass a record in teaching and scholarship sufficient to warrant tenure. However, the Department also recognizes that a faculty member is part of an academic community, and as such is expected to contribute his or her fair share in service to the Department, College, University, and profession. Appointment to associate professor with tenure requires the minimum service contributions:

- participation in departmental faculty meetings, with service as faculty secretary/recorder in the proper turn, and production of acceptable minutes for that turn;
- participation in some other Department, College, or University committee.

Other indicators that a candidate is performing valuable service include:

- participation in multiple committees at the Department, College, or University level;
- participation in the governance of an appropriate professional society, at the local, state, national, or international level.

Candidates are warned to not devote too much time to service opportunities if it hinders their abilities to demonstrate teaching competence and scholarship activities. Candidates are advised to consult other review dossiers or discuss the topic with any other tenured member of the Department.