

Cleveland State University
Department of Health Sciences
Faculty Appointment, Promotion and Tenure Standards
[Approved by HSC Faculty, June 2007]

I. CLINICAL FACULTY APPOINTMENTS

A. Provisions of the CSU-AAUP Contract (Effective August 16, 2006 through August 15, 2009)

FROM ARTICLE 12

Individuals appointed to Research and Public Service Faculty and **Clinical Faculty** positions shall be members of the faculty collective bargaining unit and shall be entitled to the terms and conditions of employment articulated in the collective bargaining agreement except as expressly limited in section 12.4.

Clinical Faculty. A Clinical Faculty member is one who holds at least a master's degree in a professional discipline and who is an expert practitioner of that discipline. For the duration of this contract, this category of faculty shall be limited to the following departments/schools: Nursing, Health Sciences, Speech and Hearing, Social Work, HPERD, and CASAL. Exceptions may be considered on a case-by-case basis by the Contract Implementation Committee.

1. Clinical faculty shall be assigned up to 16 credit hours per term of introductory/clinical instruction, or practical supervision of students, or a combination of these functions. Each of the foregoing departments shall establish a comprehensive workload policy for such faculty prior to the hiring of a clinical faculty member or the conversion of a term appointment to a clinical faculty position.
2. The Clinical Faculty member shall be eligible for appointment as stipulated in Article 12.6, 12.7B, and 12.7C (excluding provisions regarding full professorships).
3. The highest rank available to a Clinical Faculty member is Clinical Associate Professor.
4. The Clinical Faculty member shall be eligible for appointment and/or promotion and tenure on the basis of the following criteria.

A. Appointment to the rank of Clinical Assistant Professor shall be based on evidence indicating promise of excellence in teaching and clinical supervision.

B. Appointment or promotion to the rank of Clinical Associate Professor will be based on evidence of exceptional achievement as a teacher and clinical instructor.

C. Standards for promotion –

(1) Teaching/Clinical Supervision. The standards are comprehensive knowledge of the field of study, thorough preparation, intense interest in students as well as sensitivity to student interest, open-mindedness, independence and integrity, and above all, intellectual enthusiasm which is transmitted to students.

(2) Professional Service. A University faculty member is a "citizen, a member of a learned profession, and an officer of an educational institution," according to the 1940 joint AAUP/AAC Statement of Principles on Academic Freedom and Tenure. After a period of personal growth and development as a teacher and

clinical supervisor, a faculty member may properly be expected to assume increased responsibility, in keeping with the faculty member's professional interests, for the governance of the University, the standards of the faculty member's discipline, and the welfare of the civic community.

(3) The following maxima shall apply during the term of the contract: six (6) Research and Public Service Faculty positions in the Maxine Goodman Levin College of Urban Affairs and twenty (20) Clinical Faculty positions divided among the following departments/schools: Nursing, Health Sciences, Speech and Hearing, Social Work, HPERD, and CASAL.

B. Departmental Articulation of Standards

(1) A clinical faculty member is one who holds at least a master's degree in the person's discipline or in a related field. The role of clinical faculty allows departmental hire of individuals who would not be otherwise eligible for hire in an academic tenure-track position.

(2) Workload policies: According to the contract Clinical faculty shall be assigned up to 16 credits per term (semester) of "introductory/clinical instruction, or practical supervision of students, or a combination of these functions". In the Department of Health Sciences, however, the Clinical faculty shall teach both lecture and lab related to his/her areas of knowledge and skill. The Clinical faculty may teach courses in any of the department's programs, including undergraduate and graduate instruction. The number of teaching or clinical supervision credits per term (semester) will be determined by the department chairperson, with approval of the dean, in consultation with the faculty member, and shall act in accordance with Article 13.1.D. and E. of the contract.

(3) In *addition* to criteria specified in the contract, the Clinical Faculty member in the Department of Health Sciences shall be eligible for appointment and/or promotion and tenure on the basis of the following criteria:

a. Appointment to the rank of Clinical Assistant Professor shall be based on evidence indicating promise of maintaining clinical expertise, becoming an effective teacher, and contributing to scholarship.

b. Appointment or promotion to the rank of Clinical Associate Professor will be based on evidence of growth and achievement as a clinical expert, a fully competent teacher, a developing scholar, and promotion of the missions of Cleveland State University, the College of Science and the Department of Health Sciences through service.

c. Standards for promotion to Clinical Associate Professor – In *addition* to teaching/clinical supervision and professional service standards that are included in the contract, promotion to Clinical Associate Professor will be based on all three of these criteria:

(i) Teaching. Promotion to the rank of Associate Professor with tenure requires objective evidence of being a competent teacher. A Clinical Faculty candidate seeking promotion to Associate Clinical Professor must demonstrate that he/she is a fully competent teacher. Accomplishments that demonstrate teaching competence include, but are not limited to, successful classroom

experience (evidenced by sustained positive evaluations of performance); satisfactory student outcomes; publications on teaching content and method; development of new courses or new modalities for existing courses; curricular enrichment, including web enhancement; participation in mentoring programs; generation of pedagogical materials such as textbooks and study guides, tutorial software, and websites; clinical supervision and supervision of professional activities; supervision of independent-study projects; supervision of theses and student research; and supervision of professional activities.

A candidate for promotion is responsible for documenting performance as a “fully competent teacher”. This can be accomplished in a number of ways, but should include at minimum, peer (colleague) evaluations and student evaluations of courses and instructional activities assigned to the candidate by the department chair. Accomplishment in teaching may also be demonstrated by evidence of contributions to the development of critically reflective knowledge about teaching and learning (that might be included as part of a teaching portfolio); by successful student outcomes; by successful use by the candidate of innovative technology; and by successful use of such instructional practices as online instruction, distance learning, service learning, off campus instruction, collaborative teaching, and peer-assisted learning. In addition, the candidate should provide a thoughtful reflection on teaching performance, identify multiple strategies of how to improve performance, and document implementation of such strategies

Ordinarily candidates for promotion furnish the PRC with documentation of peer evaluations conducted over time. Although any member of the department, college, or university faculty can serve as peer evaluator, the more senior the evaluator (in rank; years in rank; years at CSU), the greater credibility likely to be assigned to the evaluator’s report. Peer observers who are familiar with the subject matter of the courses may conduct a series of evaluations over a period of several years (longitudinal evaluation), but the use of a variety of peer observers is encouraged to demonstrate the generality of judgments of the candidate as a fully competent teacher. The candidate is responsible for arranging these observations and for obtaining and placing into his or her dossier copies of reports.

A candidate is expected to include in his or her dossier a summary of student evaluations of his or her teaching performance. Routine administration of the student course-evaluations instrument used in the College of Science yields data referenced to department and college norms; these data should be summarized and presented in tabular form. Although student evaluations represent only one source of information about the candidate’s performance, a persistent pattern of scores below that of “good” (as noted on the student evaluation form) could be regarded as indicating less than fully competent teaching. A candidate should address such a pattern in his or her summary statement or in his or her introductory statement about teaching.

(ii.) Professional Service. In addition to the criteria specified in the contract, promotion to the Associate level requires demonstrated contributions to the governance of the program, department and/or the

college and /or the university, to the extent that such governance is a faculty responsibility. Such contributions may include student advising (undergraduate or graduate); active involvement in one or more of the department's curricular programs; and/or service at CSU on program, department, college and/or university committees. Faculty are expected to have evidence of good citizenship throughout their careers. Professional service external to the university, such as service to professional associations or organizations concerned with the welfare of the community will be expected in addition to program, department, college, or university level services.

II. QUALIFICATIONS FOR ACADEMIC RANK OF INSTRUCTOR, ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR AND PROFESSOR

A. Provisions of the CSU-AAUP Contract (Effective August 16, 2006 through August 15, 2009)

From ARTICLE 12

12.9 QUALIFICATIONS FOR ACADEMIC RANK

A. Faculty ranks are Instructor, Assistant Professor, Associate Professor and Professor.

B. Possession of an earned doctorate in the discipline or a cognate field of study is required for all appointments above the rank of instructor. However, when the doctorate is not the required standard of attainment in a discipline or field of study, the Faculty Affairs Committee, upon petition from the appropriate Chairperson and Dean, may determine that a field is atypical. In rare cases, when there is a shortage of appropriate candidates in a given field, evidence may be submitted by the Dean of the College to the Faculty Affairs Committee requesting a temporary exception for the discipline or field of study. If the Faculty Affairs Committee is convinced of the need, a field may be exempted for a period not to exceed three years. At the end of the specified period, the Dean may request a renewal of the exception for a further limited period.

An exception to the requirement of the earned doctorate may be made in cases of outstanding intellectual leadership in the field, or in cases where there is extensive publication in refereed journals or of scholarly books which are deemed to be equivalent to an earned doctorate.

With respect to all such appointments made in the absence of an earned doctorate, at the time of initial appointment a statement establishing specific criteria to be applied in promotion and tenure decisions shall be agreed to in writing by the appointee, by the Departmental Peer Review Committee, the Department Chairperson, and the Dean.

C. Minimum standards for appointment at each faculty rank, in addition to the criterion of an earned doctorate specified above.

(1) Instructor . An instructor is appointed principally upon evidence that the candidate holds a Master's Degree or its equivalent, is well advanced upon doctoral or comparable study, if such is required in the

discipline, exhibits good promise as a teacher and original scholar, and possesses the qualities for professional development.

(2) Assistant Professor. Appointment or promotion to the rank of assistant professor shall be based on evidence indicating promise of teaching performance of a high order of effectiveness and professional growth and achievement, including the ability to conduct valuable research.

(3) Associate Professor. Appointment or promotion to the rank of associate professor is based on evidence that the candidate is a fully competent teacher. In addition, the candidate shall demonstrate either:

a. significant scholarship or creative work in addition to his or her dissertation, although such scholarly work may be an extension or reworking of dissertation material, provided it demonstrates independent work; or

b. outstanding intellectual leadership beyond the University community; or

c. exceptional achievement as a teacher.

The evaluation shall be made in accordance with the standards set forth in Section 12.13 of this Agreement.

(4) Professor. Appointment or promotion to the rank of professor is based on evidence of sustained excellence in teaching. In addition, the candidate shall either:

a. have an outstanding record as a scholar or creative artist, or

b. shall demonstrate sustained outstanding intellectual leadership in his or her field. Evidence of reputation in the discipline or a related discipline beyond the local community is required.

In rare instances, promotion to the rank of professor may be based in significant part upon sustained and generally acclaimed leadership in the realization of the mission of the University.

The evaluation shall be made in accordance with the standards set forth in Section 12.13 of this Agreement.

(5) Outstanding intellectual leadership for the purposes of these rules means the attainment of a position of prominence in the field which is demonstrated by activities (other than simply holding positions in committees and organizations) evidencing that the candidate has played a major role in developing a policy or program in the field which can be documented by papers, reports or other tangible evidence appropriate to the discipline. Sustained outstanding intellectual leadership for the purposes of these rules means that a candidate shall have attained a significantly higher level of prominence in the field than that required for promotion to the rank of Associate Professor and shall have maintained such a position of prominence for a significantly longer period of time.

(6) Exceptional achievement as a teacher for the purposes of these rules refers to outstanding performance as a teacher in the classroom, significant accomplishments in the development of courses and teaching methods, and significant contributions through the preparation of teaching materials. Evidence of good teaching may include longitudinal peer evaluations, student evaluations, teaching portfolios, papers, reports, and other materials submitted for this purpose.

(7) In addition, commitment to acceptable professional ethics and academic responsibility shall be a relevant consideration in appointments and promotion. The University will be guided by the AAUP Statement on Professional Ethics in this regard.

B. Departmental Articulation of Standards

(1) Request for “Exemption Status” per 12.9.B. Required possession of an earned doctorate in the discipline or a cognate field of study for all appointments above the rank of instructor - In the event the Department of Health Sciences has received an exemption to hire persons at the rank of Assistant Professor with a Master’s degree, the following criteria for hire apply: a Master’s degree in a relevant field of study; a written commitment to enroll in a doctoral program (if not already enrolled) including a written timeline for successful completion; and evidence indicating promise of teaching performance of a high order of effectiveness and professional growth and achievement, including the ability to conduct research.

(2) Under the “Non- Exemption Status”, Qualifications for Academic Rank - Qualifications for rank of Instructor and Assistant Professor will be the same as the contract.

(3) Full Professor Qualifications for Appointment - Qualifications for rank of Full Professor will be the same as the contract.

III. QUALIFICATIONS FOR FACULTY PROMOTION AND TENURE TO ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR AND PROFESSOR

A. Provisions of the CSU-AAUP Contract (Effective August 16, 2006 through August 15, 2009)

From ARTICLE 12

12.13 STANDARDS FOR GRANTING PROMOTION AND TENURE

[Before the expiration of this agreement, a collaborative committee composed of an equal number of faculty appointed by the CSU-AAUP and academic administrators appointed by the administration shall develop specific criteria to assure University-wide application of standards.]

Until such time as new standards are agreed upon, the following shall be considered in evaluating faculty for promotion and tenure:

A. Teaching. The highest standards are comprehensive knowledge of the field of study, thorough preparation, intense interest in students as well as sensitivity to student interest, open-mindedness, independence and integrity, and above all, intellectual enthusiasm which is transmitted to students.

B. Creative Achievement. The standard of scholarship requires a working commitment to inquiry and research and to creative achievement. The University obligation for the generation of new knowledge and practices imposes a responsibility for creativity, whether in inquiry and investigation, writing, design and production, or in the performing and fine arts. In the best of scholars and the best of teachers, creative

inquiry is joined with effective classroom teaching. Candidates for promotion/tenure who submit co-authored material for review shall also provide an explanation of their contribution to such materials.

C. Professional Service. A University faculty member is a "citizen, a member of a learned profession, and an officer of an educational institution," according to the 1940 joint AAUP/AAC Statement of Principles on Academic Freedom and Tenure. After a period of personal growth and development as a teacher and creative scholar, a faculty member may properly be expected to assume increased responsibility, in keeping with the faculty member's professional interests, for the government of the University, the standards of the faculty member's discipline, and the welfare of the civic community.

B. Departmental Articulation of Standards – In *addition* to the contract standards for granting promotion and tenure, the Department of Health Sciences has adopted the following standards:

(1) *Promotion to the rank of Assistant Professor.* Promotion to the rank of Assistant Professor requires successful completion of a doctoral degree.

(2) *Promotion to the rank of Associate Professor with tenure.* In addition to the contract, the following guidelines will be used by the Department PRC in the evaluation of the candidate:

(a) Teaching

Promotion to the rank of Associate Professor with tenure requires objective evidence of being a competent teacher. Accomplishments that demonstrate teaching competence include, but are not limited to, successful classroom experience (evidenced by sustained positive evaluations of performance); satisfactory student outcomes; publications on teaching content and method; development of new courses or new modalities for existing courses; curricular enrichment, including web enhancement; participation in mentoring programs; generation of pedagogical materials such as textbooks and study guides, tutorial software, and websites; clinical supervision and supervision of professional activities; supervision of independent-study projects; supervision of theses and student research; and supervision of professional activities.

A candidate for promotion is responsible for documenting performance as a “fully competent teacher”. This can be accomplished in a number of ways, but should include at minimum, peer (colleague) evaluations and student evaluations of courses and instructional activities assigned to the candidate by the department chair.

Accomplishment in teaching may also be demonstrated by evidence of contributions to the development of critically reflective knowledge about teaching and learning (that might be included as part of a teaching portfolio); by successful student outcomes; by successful use by the candidate of innovative technology; and by successful use of such instructional practices as online instruction, distance learning, service learning, off campus instruction, collaborative teaching, and peer-assisted learning. In addition, the candidate should provide a thoughtful reflection of teaching performance, identify multiple strategies of how to improve performance, and document implementation of such strategies.

Peer Evaluations: Ordinarily candidates for promotion furnish the PRC with documentation of peer evaluations conducted over time. Although any member of the program, department, college, or university faculty can serve as peer evaluator, the more senior the evaluator (in rank; years in rank; years at CSU), the greater credibility likely to

be assigned to the evaluator's report. Peer observers who are familiar with the subject matter of the courses may conduct a series of evaluations over a period of several years (longitudinal evaluation), but the use of a variety of peer observers is encouraged to demonstrate the generality of judgments of the candidate as a fully competent teacher. The candidate is responsible for arranging these observations and for obtaining and placing into his or her dossier copies of reports.

Student Evaluations: A candidate is expected to include in his or her dossier a summary of student evaluations of his or her teaching performance. Routine administration of the student course-evaluations instrument used in the College of Science yields data referenced to department and college norms; these data should be summarized and presented in tabular form. Although student evaluations represent only one source of information about the candidate's performance, a persistent pattern of scores below a value of 4 on the averaged Student Evaluation of Instruction instrument could be regarded as indicating less than fully competent teaching. A candidate should address such a pattern in his or her summary statement or in his or her introductory statement about teaching.

(b) Scholarship –

(i) Standards for Granting Promotion and Tenure Under “Non-Exemption Status”

Promotion to the rank of Associate Professor with tenure requires objective evidence of being a competent researcher. Accomplishments that demonstrate independent research competence include but are not limited to the ability to conduct basic or applied research; publication of original research in refereed journals; publication of book chapters (invited or peer reviewed); grant proposals to external funding agencies; and monographs or other developed media formats valued in one's discipline. Clear evidence needs to be presented that some of a candidate's scholarly work was performed independently.

(A) Independence

The PRC must assess the degree of responsibility that a candidate has for his or her publications. Primary responsibility for a publication is evidenced by designing and carrying out the research, and by writing the major part of the publication. Usually, the author with primary responsibility for a multiple-author article is the first of the listed authors. If a candidate wishes to use as evidence of independent scholarship a multiple-author article in which he or she is not the first author, it is incumbent upon him or her to provide evidence of primary or co-equal responsibility for the article. To accomplish this, the candidate should request from the first author of the article a letter attesting to contributions of the candidate that would warrant being credited by the PRC with primary or co-equal responsibility. The first author's letter should contain sufficient detail to allow the PRC to judge the type and extent of the candidate's contributions to the article. (Such testimony from the first author may not be necessary if the contributions of authors are described in the article, and the PRC finds that, as described, the candidate's contributions warrant credit for primary or co-equal responsibility.)

(B) Quality or Significance of Scholarship

It is the responsibility of the PRC members to read carefully and develop a reasoned conclusion about the quality of the candidate's publications and manuscripts and about the quality of the journals in which publications appear.

An exhaustive enumeration of the features of a high quality publication is impossible, but any of the following aspects can be used by the candidate to describe the quality of publications:

- Publication in a peer-reviewed journal of good reputation among members of the relevant specialty;
- Publication in a journal with high rejection rate;
- Publication in a journal with a significant impact estimated from journal impact scores reported by the Institute for Scientific Information or other reputable databases in health care and human services.
- A publication's length is not critical in and of itself, but the PRC would not consider equivalent a long, detailed article and a short note;
- Demonstration of mastery of the literature on and sophisticated handling of the primary issue/problem/topic;
- Appraisals by external reviewers of the candidate's scholarship will also play a role in the committee's judgment of quality.

Quality may also be evidenced by a candidate's work having significant impact within the discipline. Impact can be established by citation counts of publications, or by citations in other sources relevant to the candidate's specialty such as textbooks and the Annual Review. To ensure that the PRC applies appropriate standards in its judgment of quality within the candidate's specialty or sub-discipline, the candidate should include in his or her dossier information explaining those standards. It is the PRC's responsibility to become sufficiently familiar with the standards and conventions of candidates' specialty or subdiscipline, based on information supplied by the candidate in his or her dossier and by external reviewers to allow a full and fair evaluation of the candidate's scholarship.

(C) Productivity

Promotion to the rank of Associate Professor with tenure requires demonstration of productivity of scholarship as described in the candidate's letter of hire. The coherence of the candidate's research program should be useful in this judgment. In addition to research articles, scholarship can include funded grant awards; policy analysis; case studies; integrative reviews of the literature; copyright, licenses, patents, or products; and others. The candidate should provide a rationale for regarding her or his scholarly record as sufficient for promotion. The PRC should ascertain that some portion of the candidate's scholarship has been created, conducted, or carried out following appointment at CSU. Evidence for this might include identification of CSU as the institutional affiliation on publications.

(ii) Standards for Granting Promotion and Tenure Under “Exemption Status”

In addition to meeting the standards described in III. B.(2)(b)(i) for “Non-Exemption Status”, a candidate for promotion under “Exemption Status” is responsible for documenting admittance to a doctoral program and having made significant progress toward completion of the required course work or dissertation in an accredited school. In addition to significant progress toward doctoral degree completion, this candidate is also responsible for documenting performance as a competent researcher as described in III.B(2)(b)(i). The amount of productivity will be determined by the chairperson in collaboration with the candidate and should be documented in the candidate’s letter of hire.

(c) Service. In *addition* to the standards described in the contract, promotion to the rank of Associate Professor with tenure requires objective evidence of service at the Program, Departmental, College, University, and/or Professional levels to the extent that such governance is a faculty responsibility. Such contributions include student advising (undergraduate or graduate); active involvement in one or more of the department’s curricular programs; and service at CSU on program, department, college and/or university committees. Faculty are expected to have good records of citizenship throughout their careers.

A candidate for promotion is expected to provide evidence of her or his participation in program and/or departmental activities and committee work, as well as documentation of relevant contributions at the college, university, and professional levels. Service to the department is regarded as an essential factor in the PRC’s judgment of the adequacy of the candidate’s performance. Service external to the university is evaluated favorably by the PRC, but cannot compensate for a lack of participation in departmental activities.

A candidate is expected to participate initially in a few, selected service activities, and to gradually increase his or her involvement to the point that she or he is making a significant contribution in service at CSU. Examples of significant service in the department and university include assuming administrative responsibility for a program or other departmental initiatives and participating in committees that have a substantial workload. Other examples of significant service include being involved in professional organizations; serving as an officer or board member for a professional or community organization; speaking with community groups; and being involved in nonprofit community-based projects.

The successful candidate for promotion and tenure will have demonstrated good citizenship by attending departmental meetings; being on time for student and departmental appointments; being accessible in the department and to students and colleagues; and responding in a timely manner to departmental requests. Good citizenship is also demonstrated by an absence of a record of ethical violations or a record of persistent or significant documented interpersonal complaints.

Documentation of service activities might include letters or testimonials from colleagues, departmental or other university administrators, or representatives of agencies or organizations external to the university.

(3) *Qualifications for promotion to Full Professor*

In *addition* to the contract qualifications, the description below for qualifications for promotion to the rank of Full Professor will be used to guide the PRC in their decisions.

(a) “Exceptional achievement as a teacher”. In *addition* to criteria specified in the contract, for appointment to professor, the candidate shall demonstrate sustained excellence in teaching in a manner similar to that utilized in promotion to Associate rank (see III.B.(2)(a). In addition to the criteria for Associate Professor, the candidate will have exhibited and documented leadership or innovation in the development and/or implementation of a new Program curriculum or significant individual contributions to teaching within one’s area of expertise (e.g. publications, grants, presentations, work on committees or organizations that influence education beyond the candidate’s immediate situation). If a candidate seeks promotion to professor primarily on the merit of achievement as a teacher, the candidate’s pedagogical work must have impact beyond the local level.

(b) “Outstanding record as a scholar” for appointment to professor applies to the person who has demonstrated a superior record of scholarship, including research and publication. The candidate shall demonstrate a clear scholarly agenda with outcomes that have been critically peer reviewed and shared with the public. Evidence of scholarship includes: 1) publication of basic and/or applied research in peer reviewed journals; 2) publication of books, chapters, or literature reviews demonstrating scholarly integration; or 3) professional activities demonstrating the application of scholarship. Standards used to guide the evaluation of scholarship include: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. The independence, quality, and productivity of the scholarship will be based on the descriptions included in section III.B.(2)(b).

(c) “Sustained outstanding intellectual leadership as a practitioner in his or her field. Evidence of reputation in the discipline or a related discipline beyond the local community is required” – In *addition* to criteria specified in the contract, intellectual leadership may be demonstrated by a variety of activities that indicate impact by the candidate upon his/her specialty.

Examples of such leadership would include:

- Program development that has had substantial impact upon the discipline, created community change; influenced national legislation; or served as a model for other programs;
- Work that has directly influenced national policy development;
- The introduction and fostering of major conceptual/theoretical innovation in one’s discipline or beyond;
- Pedagogical innovations that have served as an example for other institutions;
- Attainment of positions of honor in the individual’s field that are the result of the candidate’s leadership or accomplishments.

- Other examples include journal editing, licensing board participation, executive boards, etc.

(d) In rare cases, sustained and generally acclaimed leadership in the realization of the mission of the University may be used to achieve the rank of full professor.