

### **CDB Normal Merit Standards: Fourth Year Appraisals**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, CDB has established expectations for faculty at the fourth-year appraisal review. We expect good progress toward establishing scholarly independence from mentors. This is typically documented by 1 primary peer reviewed research article as corresponding author and 1 grant from a federal agency. In addition, there should be evidence that the faculty member is developing a coherent and independent research program with the potential for significant future impact. Further, we expect a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically serving on a committee within the Division, active participation in the Section's functions such as faculty searches, science chalk talks, and involvement with the Biology Graduate program. Teaching includes making a commitment to establishing an effective teaching style and utilizing campus resources (e.g. Teaching and Learning Commons) as needed, as well as developing a record of mentorship particularly in building an active laboratory to both support their research program and educate the next generation of scientists. Faculty with a federal grant and at least 1 corresponding author impactful research article, with no weakness in teaching or service, may receive a favorable appraisal.

### **CDB Normal Merit Standards: Tenure**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, CDB has established expectations for faculty being evaluated for tenure. We expect at least 2 primary peer reviewed research articles as corresponding or senior author, 1 grant from a federal agency, a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically serving on a committee within the Division, active participation in the Section's functions such as faculty searches, science chalk talks, and involvement with the Biology Graduate program. Teaching includes a clear commitment to and record of an effective teaching style, as well as a record of mentorship particularly in establishing an active laboratory to both support their research program and educate the next generation of scientists.

## **CDB Normal Merit Standards: Promotion to Full Professor**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, the Section of Cell & Developmental Biology has established expectations for faculty eligible for consideration for promotion to Full Professor. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., senior corresponding or co-corresponding authorship on an average of one to two papers per year that make important contributions to both special subject areas and broad fields in cell and developmental biology, a strong record of external funding support, e.g. being a primary PI on at least one active grant from NIH or equivalent agencies in the review period, a record of excellence in teaching, student education and strong mentorship to trainees, a growing record of service to the Section and to the Division, as well as meaningful contributions to the campus and the profession. Their research program should reflect broad recognition and impact, nationally or internationally, as reflected through a variety of metrics such as invited research talks and participation in conferences, service as an advisory board member or consultant on reviews of research grants or institutions, etc. Campus service includes consistent and active participation in faculty governance, such as impactful committees in the Division, efforts to increase diversity at the Division or Campus level, and sustained engagement in the Section's functions such as faculty searches and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a growing record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

## **CDB Normal Merit Standards: Step VI**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, the Section of Cell & Developmental Biology has established expectations for faculty eligible for consideration for advancement to Step VI. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., senior corresponding or co-corresponding authorship on an average of one to two papers per year that make important contributions to both special subject areas and broad fields in cell and developmental biology, a strong record of external funding support, e.g. being a primary PI on at least one active grant from NIH or equivalent agencies in the review period, sustained excellence in teaching, student education and strong mentorship to trainees, a strong record of service to the Section and to the Division, as well as important contributions to the campus and the profession. Their research program should demonstrate national or international recognition and significant impact, as reflected through a variety of metrics such as invited research talks and leadership roles in conferences, service as an advisory board member or consultant on reviews of research grants or institutions, service in editorial roles, etc. Campus service includes consistent and active participation in faculty governance, such as serving on senate committees, high impact committees in the Division, and sustained engagement in the Section's functions such as faculty searches, mentoring junior faculty, and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

## **CDB Normal Merit Standards: advancement to above scale and advancement further above scale**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, the Section of Cell & Developmental Biology has established expectations for faculty eligible for consideration for advancement to above scale or advancement further above scale. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., senior corresponding or co-corresponding authorship on an average of one to two papers per year that make significant contributions to subject areas in cell and developmental biology, a strong record of external funding support, e.g. being a primary PI on one active grant from NIH, NSF or equivalent agencies in the review period, sustained excellence in teaching, student education and mentorship to trainees, a strong record of service to the Section and to the Division, as well as significant contributions to the campus and the profession. Their research program should consistently demonstrate national and international recognition and significant impact, as reflected through a variety of metrics such as invited research talks and leadership roles in conferences, service as an advisory board member or consultant on reviews of research grants or institutions, service in editorial roles, and election to scientific societies, etc. In addition, there should be evidence that this level of achievement will continue beyond the current review. Campus service includes consistent and active participation in faculty governance at the highest level, such as serving on senate committees with campus-wide impact, efforts to increase diversity at the Division or Campus level, leadership roles in the Division, and sustained engagement in the Section's functions such as faculty searches, mentoring junior faculty, and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

### **Additional Criteria for Research Productivity**

Beyond these broad standards, CDB has agreed upon additional criteria for the evaluation of research productivity. As stated in the Divisional standards, the expectation for a normal merit advance, following tenure, is approximately 1-2 peer-reviewed research publications per year as corresponding or co-corresponding author. CDB also recognizes that the impact of individual publications is an important criterion that can override the total number of publications when assessing productivity within a review period, particularly for publications that influence the direction of the field. Furthermore, building on the statements in the Divisional standards, CDB places a high value on collaborative co-authorships. Cell Biology and Developmental Biology have become more interdisciplinary as the questions being asked have become more complex, and it is appropriate to reward CDB faculty members who collaborate by combining complementary methodologies and expertise to produce insights that could not have come from one laboratory working alone. While corresponding or co-corresponding authorship typically indicates that a faculty member has provided the scientific leadership for the investigation, collaborative co-authorship can also reflect substantial effort and achievement. In some cases, collaborative co-authorships denote a major contribution to experimental design, execution, and/or analysis, whereas other collaborative co-authorships may correspond to a more minor contribution, such as providing a reagent or other resource. Taking the degree of contribution into account, CDB considers collaborative co-authorships to signify meaningful achievements that can, in combination or even on their own, carry equivalent weight to a corresponding or co-corresponding author publication.