

**NEUROSCIENCE INSTITUTE  
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES  
GEORGIA STATE UNIVERSITY**

Policy Title:	Neuroscience Institute Promotion and Tenure Guidelines
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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

## 1 INTRODUCTION

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3 The Neuroscience Institute has formulated these promotion and tenure guidelines in conformity  
4 with the minimum general requirements set forth by the Board of Regents of the University System of  
5 Georgia and with the policies outlined in the current promotion and tenure manual of the College of  
6 Arts and Sciences. Before a candidate for promotion and/or tenure in the Neuroscience Institute can be  
7 nominated by the appropriate Institute Advisory Committee for Promotion and Tenure and the  
8 Neuroscience Institute director for consideration by the college area promotion and tenure committee,  
9 he/she must be judged to have met the standards and criteria given in the current promotion and tenure  
10 manual of the College of Arts and Sciences and the supplemental criteria listed in this document. Any  
11 faculty member who might be considered for promotion and/or tenure should study carefully the  
12 criteria, requirements, and procedures that are outlined in both documents.

13 The goal of this document is to describe the criteria for promotion and tenure in the  
14 Neuroscience Institute at Georgia State University. To that end, this document is intended to be  
15 entirely consistent with university and college policies on promotion and tenure. In the event of  
16 conflict, the university and college policies shall take precedence. In many instances, wording in this  
17 document mirrors that in the university and college policies. Candidates are directed to both the  
18 Georgia State University Promotion and Tenure Manual for Tenured and Tenure-Track Professors and  
19 the College of Arts and Sciences Promotion and Tenure Manual for guidance about preparing and  
20 submitting a dossier in application for tenure and/or promotion, and for details on the university and  
21 college expectations. The candidate is responsible for providing necessary evidence and justification  
22 that their record of accomplishment meets the criteria set forth in this document.

## 24 OVERVIEW

25  
26 The Neuroscience Institute is a complex and multifaceted organization with a wide variety of  
27 responsibilities in research, teaching and service. To meet these responsibilities requires the collegial  
28 and conscientious participation of all faculty members in many ways. This document outlines the  
29 important aspects of collegial participation in the field of Neuroscience and in the Neuroscience  
30 Institute, with specific emphasis on how participation is recognized in promotion and tenure.

31 As described in the University Policy on Promotion and Tenure, all candidates for promotion  
32 and/or tenure will be evaluated in three areas: Professional Development, Teaching, and Service.  
33 Professional Development includes academic achievement in research, other forms of scholarship,  
34 creative activity, and some types of professional service. Teaching includes classroom teaching,  
35 mentoring students inside and outside the classroom, and when appropriate, professional practice.  
36 Service includes departmental, college, university, some types of professional service, and some types  
37 of public service that involve professional expertise. As described later in this document, the Institute  
38 values all of these areas highly and has established specific expectations for performance by its  
39 members in each one. At the time of promotion and/or tenure, candidates will be evaluated as to  
40 whether or not they have met the expectations for promotion or tenure. In accordance with the College  
41 of Arts and Sciences Promotion and Tenure Manual, in order to meet the expectations for promotion,  
42 the candidate must exhibit excellence in Professional Development and Teaching appropriate for  
43 his/her rank. She/he is also expected to perform Service appropriate to rank.

44 For science education faculty, specific criteria apply such that Professional Development may  
45 include laboratory research and/or science education research, but Teaching and Service categories  
46 may not include activities also listed under Professional Development.

47 **CRITERIA FOR PROMOTION TO AND/OR TENURE AT RANK**

48

49 **Associate Professor**

50 The Neuroscience Institute Advisory Committee on Promotion and Tenure and the Director of  
51 the Institute will independently evaluate the credentials of all candidates in the Fall Semester with all  
52 deliberations to be completed according to the College calendar.

53 **Professional Development:** To be recommended for promotion to and/or tenure at the rank of  
54 associate professor, a successful candidate must be deemed *excellent* in professional development and  
55 thus will have developed a substantial body of work that has contributed to the advancement of their  
56 discipline within the broad field of neuroscience as determined by the Promotion and Tenure  
57 Committee and the outside reviewers. In particular, the candidate is expected to have:

- 58 1. Developed an independent research program of national reputation that has resulted in  
59 publications in major peer-reviewed journals. At a minimum, the successful candidate is  
60 expected to have published (or have in press) several publications based on research  
61 conducted while at Georgia State University or during time at another institution for which  
62 the candidate has received probationary credit.
- 63 2. Established a record as a Principal Investigator (PI) on a major extramural grant. While  
64 viewed favorably, seed grants are generally not sufficient to earn promotion to the rank of  
65 Associate Professor. In the case where there is a clear upward trajectory and a judgment  
66 that a candidate's research program is highly competitive, however, such smaller  
67 extramural grants and/or indication of efforts to secure funding may be considered. The  
68 candidate may include scores or reviewers' comments on submitted, unfunded proposals as  
69 part of the tenure dossier. If a candidate elects to submit these for any proposal, the full set  
70 of comments and scores received from the agency must be made available to the  
71 committee.

72

73 Candidates with a primary contract (or mission) in the area of science education must present  
74 evidence of scholarly achievement in science education or laboratory/field research or both. Evidence  
75 of the development of successful liaison programs with other Departments, Colleges, and sectors of the  
76 K-12 education system may be presented. The documentation of these liaison programs should  
77 include evidence of vigorous involvement and success in procurement of internal and extramural  
78 support for program implementation.

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80 **Teaching:** To be recommended for promotion to and/or tenure at the rank of associate  
81 professor, a successful candidate must be rated as *excellent* in the category of teaching and should  
82 therefore exhibit evidence of:

- 83 1. Teaching competence, effectiveness, and sound standards.  
84 2. Involvement in teaching at both the undergraduate and graduate level.  
85 3. Effective mentorship of student research and independent study projects.  
86 4. Effective non-course related training or mentorship.

87 Data to be reviewed by the Promotion and Tenure Committee include the following: syllabi,  
88 examinations, and student evaluations. Selected classroom materials may be included as evidence of  
89 creativity or effectiveness in the classroom. Numbers and accomplishments (e.g., student publications,  
90 meeting presentations) of students directed in independent studies should be provided. Formal course  
91 numbers should be given for students registered in independent studies. Information about graduate  
92 students who have successfully completed their degrees, as well as those who show successful  
93 progress toward a degree by passing their qualifying exams and writing approved thesis or dissertation  
94 proposals, will also be reviewed. The quality of the students and their accomplishments under the

95 candidate's mentorship will be given more weight than the number of students.

96

97

98 **Service:** To be recommended for promotion to and/or tenure at the rank of associate professor,  
 99 a successful candidate must have demonstrated effective service to the Neuroscience Institute and thus  
 100 rated as *good* in this category. Types of service include oversight or training of institute staff or  
 101 oversight of institute facilities and equipment.

101

## 102 **Professor**

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104 Promotion to the rank of professor is a recognition awarded to candidates who have  
 105 distinguished records of achievement and standing in both their professions and at Georgia State  
 106 University.

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107 **Professional Development:** For the candidate to be judged as *excellent* in professional  
 108 development, thereby meeting the criteria for promotion to the rank of professor, there should be:

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119 **Teaching:** To be recommended for promotion to the rank of professor, a successful candidate  
 120 must be evaluated as *excellent* in the category of teaching and therefore should:

- 121 1. Provide evidence indicating that his/her performance in teaching is highly effective.  
 122 Student perceptions, grade distributions and learning outcomes will be used to assess  
 123 teaching effectiveness. Course materials must show impressive preparation and the  
 124 successful candidate must demonstrate a high level of involvement in mentoring students.
- 125 2. Show excellence in mentoring student research projects. It is expected that the candidate  
 126 will have mentored both undergraduate and graduate students. Effectiveness can be  
 127 indicated by student accomplishments. Post-doctoral mentorship will also be considered.
- 128 3. Be effective in non-course related training/mentorship such as Chairmanship or  
 129 membership on student exams, thesis and/or dissertation committees. This can include  
 130 students at other institutions.
- 131 4. Show additional evidence for teaching recognition, which could include publishing  
 132 textbooks or other teaching materials such as papers on teaching or pedagogy in peer-  
 133 reviewed education journals, receipt of teaching awards, or receipt of extramural funding of  
 134 educational projects. Teaching creativity, including the development of new undergraduate  
 135 or graduate courses, is also viewed favorably.

137 **Service:** To be recommended for promotion to the rank of professor, a successful candidate  
 138 must be evaluated as *very good* in the category of service, having demonstrated:

- 139 1. Effective service for the Institute and College level as well as for fields related to  
 140 neuroscience. Service to the University is expected although not required. Types of service  
 141 that could be included are: oversight or training of staff at the institute, college, or  
 142 university; oversight of institute, college, or university facilities and equipment; and

- 143 substantial participation and planning of institute, college, or university events.  
 144 2. A history of professional service that supports local, state, national or international  
 145 professional organizations. Organization of scientific programs at conferences, membership  
 146 on committees of professional organizations, and offices held in professional organizations  
 147 are all considered examples of effective service to the field. Scholarly activities that result  
 148 in research findings and/or teaching publications may count in Professional Development or  
 149 Teaching but will normally not count as Service.

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## 151 **REVIEW FOR TENURE AND PROMOTION**

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153 The timing of the review for tenure and promotion, as well as the details of the documentation,  
 154 will follow those outlined in the University and the College of Arts and Sciences policies. The review  
 155 will assess the candidate's Professional Development, Teaching, and Service as defined above.

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### 157 **Neuroscience Institute Advisory Committee on Promotion and Tenure**

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159 The Neuroscience Institute Advisory Committee on Promotion and Tenure shall be composed  
 160 of all tenured faculty who have primary appointments (i.e., are “core” members) in the Institute. The  
 161 Committee shall nominate to the Director of the Institute one of the Committee members (a full  
 162 professor) to serve as Chairman of the Committee for a two-year period. Full-time tenured Associate  
 163 Professors and Professors in the Neuroscience Institute who are familiar with the candidate’s area of  
 164 neuroscience will constitute an Area Committee that will serve as a subcommittee for primary review  
 165 of each candidate for promotion to Associate Professor.

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167 The Neuroscience Institute Area Committee shall discuss and evaluate the record of each  
 168 candidate using criteria for promotion and tenure adopted by the Neuroscience Institute and the  
 169 College of Arts and Sciences. Robert’s Rules of Order (Revised) shall be followed throughout the  
 170 deliberations, except that all such deliberations are considered to be in executive session and are to  
 171 remain confidential within the Area Committee. The Area Committee shall submit a written report  
 172 summarizing its findings to the Chair of the Institute Advisory Committee for Promotion and Tenure.  
 173 The chair will distribute this report to the members of that committee, who will review and evaluate  
 174 the record of the candidate and submit a written report to the Director of the Neuroscience Institute and  
 175 to other appropriate committees (e.g., College P&T Committee) as coordinated by the Director. The  
 176 Neuroscience Institute Advisory Committee shall review all candidates for promotion to Assistant  
 177 Professor or Associate Professor. Members of the overall Neuroscience Institute Advisory Committee  
 178 who are Professors shall review all candidates for promotion to Professor.

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178 Faculty may not participate in appointment, mentoring, or promotion/tenure recommendations  
 179 if a conflict of interest or the appearance of a conflict of interest exists. Conflicts of interest include  
 180 personal and professional interactions and relationships that would preclude objective and unbiased  
 assessment of a candidate's efforts.

181 **APPENDIX I. RATINGS GUIDELINES FOR PRE-TENURE REVIEW**

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183 **A. Professional Development**

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185 **Poor:** The faculty member has no significant research program, with no publications<sup>1</sup> or presentations.

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187 **Fair:** The faculty member has a limited research program with only occasional publications or meeting presentations.

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190 **Good:** The faculty member has a moderate research program with a few publications, meeting presentations, and one or more internal grants.

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193 **Very Good:** The faculty member has a well-established research program with high quality papers in major peer reviewed journals, small external grants or evidence for submission of major grant proposals, and at least some professional service.

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197 **Excellent:** The faculty member has an emerging nationally recognized research program with several high quality refereed publications, significant external funding, and significant professional service. Impact factor and acceptance rates (indicative of journal quality) and citation rates or other factors supplied by the candidate will be used to determine if a publication is considered 'high quality'. Grants from external sources should be comparable to those of other junior faculty members at peer institutions. Professional service considered under the Professional Development category includes peer review for scholarly journals, grant review for granting agencies, membership on evaluation panels, or service as critic, juror, and /or consultant for professional organizations.

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206 **Outstanding:** The faculty member has an emerging internationally recognized research program with highly significant publications and funding, prestigious national or international invitations, and significant professional service. Prestigious invitations include those for invited speaker at major national or international conferences or important national or international professional workshops, or invited seminar speaker at other universities.

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<sup>1</sup> Publications are defined throughout as high quality papers in major peer reviewed journals, invited chapters, and/or books appropriate to the field of neuroscience.

211 **B. Teaching**  
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213 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced by low student  
214 evaluations and limited or ineffective individual teaching or mentoring. A pattern of complaints or  
215 evidence of unprofessional activity may also be considered.

216 **Fair:** The faculty member displays an ineffective record of teaching as evidenced by student  
217 evaluations that are well below average and/or ineffective teaching or mentoring of individual students.  
218

219 **Good:** The faculty member's record shows evidence for adequate teaching in the classroom and  
220 mentorship of individual students based on the criteria listed for *excellent*.  
221

222 **Very Good:** The faculty member's record shows evidence for effective teaching in the classroom and  
223 in individual teaching and mentorship based on the criteria listed for *excellent*.  
224

225 **Excellent:** The faculty member's record shows evidence for highly effective teaching in the classroom  
226 and in individual teaching and mentorship, which includes: (a) strong, positive student perceptions and  
227 evidence of teaching effectiveness from student evaluations, grade distributions, course materials,  
228 and/or learning outcome assessments, (b) highly effective mentoring of students' research and  
229 independent study projects at the graduate and/or undergraduate level as evidenced by student  
230 accomplishments, and (c) effective non-course related training/mentoring including serving on and/or  
231 chairing exam, thesis, or dissertation committees.  
232

233 **Outstanding:** In addition to the criteria for *excellent*, the record shows additional evidence for  
234 exceptional teaching performance such as (a) development of new courses or educational programs, (b)  
235 teaching grants, (c) publications in teaching journals, (d) strong evidence of teaching creativity  
236 supported by material in the teaching portfolio, or (e) honors or special recognitions for teaching.

237 **C. Service**

238  
239 **Poor:** The faculty member does not meet Neuroscience Institute obligations.  
240

241 **Fair:** The faculty member meets Neuroscience Institute obligations and requests, but not in a timely  
242 manner.  
243

244 **Good:** The faculty member meets Neuroscience Institute obligations and requests effectively. Types of  
245 service that qualify include participation in departmental committees and assistance with other  
246 departmental activities or functions.  
247

248 **Very Good:** In addition to meeting Institute obligations and requests effectively, the faculty member  
249 has a major effective role in the Institute, or in a professional organization. The former includes taking  
250 a major role in department committees, oversight or training of staff, oversight of department facilities  
251 or equipment, substantial participation and planning of department events, or heavy involvement in  
252 student recruitment efforts. The latter includes memberships on advisory boards or service as a  
253 consultant, organization of scientific programs at conferences, membership on committees of  
254 professional organizations, convening symposia/workshops, or public outreach.

255 **Excellent:** In addition to meeting Institute obligations and requests effectively, the faculty member has  
256 a major effective role in the Institute, and in the College or University or in a professional  
257 organization. The former includes membership in college or university committees, oversight or  
258 training of department, college, or university staff, oversight of department, college, or university  
259 facilities and equipment, substantial participation and planning of department, college, or university  
260 events, or heavy involvement in student recruitment efforts. The latter includes memberships on  
261 advisory boards or service as a consultant, organization of scientific programs at conferences,  
262 membership on committees of professional organizations, convening symposia/workshops, and public  
263 outreach.

264 **Outstanding:** In addition to meeting Institute obligations and requests effectively, the faculty member  
265 has a major effective role in the Institute, and in the College or University or in a professional  
266 organization. In addition, the faculty member has a leading effective role in one of the above as  
267 evidenced, for example, by exceptional service as a graduate or undergraduate director, or as a  
268 scientific editor for a major peer-reviewed journal.



269 **APPENDIX II. RATINGS GUIDELINES FOR POST-TENURE REVIEW**

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271 **A. Professional Development**

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273 **Poor:** The faculty member has no significant research program, with no publications<sup>1</sup> or presentations.

274

275 **Fair:** The faculty member has a limited research program with only occasional publications or meeting  
276 presentations.

277

278 **Good:** The faculty member has a moderate research program with a few publications, meeting  
279 presentations, and one or more internal grants.

280

281 **Very Good:** The faculty member may have high quality papers in major peer reviewed journals, small  
282 external grants, and significant professional service, but lacks significant external funding.

283

284 **Excellent:** The faculty member has continued to maintain and advance a nationally recognized  
285 research program with several high quality refereed publications, a sustained level of significant  
286 external funding, and significant professional service. Impact factor and acceptance rates (indicative of  
287 journal quality) and citation rates or other factors supplied by the candidate will be used to determine if  
288 a publication is considered 'high quality'. Expected accomplishments include the establishment and  
289 maintenance of an independent research program that has consistently received external funds from  
290 state, national and/or international agencies, industries, or foundations. Professional service considered  
291 under the Professional Development category includes peer review for scholarly journals, grant review  
292 for granting agencies, membership on evaluation panels, or service as critic, juror, and /or consultant  
293 for professional organizations.

294 **Outstanding:** The faculty member has achieved an internationally recognized research program with  
295 highly significant publications and funding, prestigious national or international invitations, and very  
296 significant professional service. Prestigious invitations include those for invited speaker at major  
297 national or international conferences or important national or international professional workshops, or  
298 invited seminar speaker at other universities.

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<sup>1</sup> Publications are defined throughout as high quality papers in major peer reviewed journals, invited chapters, and/or books appropriate to the field of neuroscience.

299 **B. Teaching**  
300

301 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced by low student  
302 evaluations and limited or ineffective individual teaching or mentoring. A pattern of complaints or  
303 evidence of unprofessional activity may also be considered.

304 **Fair:** The faculty member displays an ineffective record of teaching as evidenced by student  
305 evaluations that are well below average and/or ineffective teaching or mentoring of individual students.  
306

307 **Good:** The faculty member's record shows evidence for adequate teaching in the classroom and  
308 mentorship of individual students based on the criteria listed for *excellent*.  
309

310 **Very Good:** The faculty member's record shows evidence for effective teaching in the classroom and  
311 in individual teaching and mentorship based on the criteria listed for *excellent*.  
312

313 **Excellent:** The faculty member's record shows evidence for highly effective teaching in the classroom  
314 and in individual teaching and mentorship, which includes: (a) strong, positive student perceptions and  
315 evidence of teaching effectiveness from student evaluations, grade distributions, course materials,  
316 and/or learning outcome assessments, (b) highly effective mentoring of students' research and  
317 independent study projects at the graduate and/or undergraduate level as evidenced by student  
318 accomplishments, and (c) highly effective non-course related training/mentoring including serving on  
319 and/or chairing exam, thesis, or dissertation committees.  
320

321 **Outstanding:** In addition to the criteria for *excellent*, the record shows additional evidence for  
322 exceptional teaching performance such as (a) development of new courses or educational programs, (b)  
323 teaching grants, (c) publications in teaching journals, (d) strong evidence of teaching creativity  
324 supported by material in the teaching portfolio, or (e) honors or special recognitions for teaching.

325 **C. Service**

326  
327 **Poor:** The faculty member does not meet Neuroscience Institute obligations.

328  
329 **Fair:** The faculty member meets Neuroscience Institute obligations and requests, but not in a timely  
330 manner.

331  
332 **Good:** The faculty member meets Neuroscience Institute obligations and requests effectively. Types of  
333 service that qualify include participation in departmental committees and assistance with other  
334 departmental activities or functions.

335  
336 **Very Good:** In addition to meeting Institute obligations and requests effectively, the faculty member  
337 has a major effective role in the Neuroscience Institute and in a professional organization. The former  
338 includes taking a major role in department committees, oversight or training of staff, oversight of  
339 department facilities or equipment, substantial participation and planning of department events, or  
340 heavy involvement in student recruitment efforts. The latter includes memberships on advisory boards  
341 or service as a consultant, organization of scientific programs at conferences, membership on  
342 committees of professional organizations, convening symposia/workshops, or public outreach. In  
343 addition, the faculty member normally has served effectively on college- and/or university-level  
344 committees.

345 **Excellent:** In addition to meeting Institute obligations and requests effectively, the faculty member has  
346 a major effective role in the Neuroscience Institute, and in the College or University or in a  
347 professional organization. The former includes membership in college or university committees,  
348 oversight or training of department, college, or university staff, oversight of department, college, or  
349 university facilities and equipment, substantial participation and planning of department, college, or  
350 university events, or heavy involvement in student recruitment efforts. The latter includes  
351 memberships on advisory boards or service as a consultant, organization of scientific programs at  
352 conferences, membership on committees of professional organizations, convening  
353 symposia/workshops; and public outreach.

354 **Outstanding:** In addition to meeting Institute obligations and requests effectively, the faculty member  
355 has a major effective role in the Neuroscience Institute, and in the College or University and/or in a  
356 professional organization. In addition, the faculty member has a leading effective role in one of the  
357 above as evidenced, for example, by exceptional service as a graduate or undergraduate director, or as  
358 a scientific editor for a major peer-reviewed journal.