

**DEPARTMENT OF PHYSICS AND ASTRONOMY
PROMOTION AND TENURE GUIDELINES**

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

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

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

24 OVERVIEW

25
26
27 As an academic department in a research university, the Department of Physics and Astronomy
28 has the twin responsibilities of scholarship and teaching. In meeting these responsibilities, the
29 department's overall goals are excellence in creating and disseminating new knowledge, in teaching at
30 all levels, and in service to the profession, the University, and the community. The general
31 responsibility of scholarship at a research university and the specific responsibility of effective
32 graduate training require that faculty be engaged in research that is competitive at national and
33 international levels. Thus, the department believes that the "teacher-scholar" is the most appropriate
34 model for faculty in a university setting, and the promotion criteria in the areas of professional
35 development and teaching are designed to be on a level with those at major research universities
36 around the country. Service contributions that promote the common goals and general welfare of the
37 department are important and expected. However, while a sound record in service is necessary for
38 promotion or tenure, service contributions are considered to be less important to our discipline than
39 professional development or teaching, especially at the junior level.

40
41 As described in the university and college manuals, all candidates for promotion and/or tenure
42 will be evaluated in three areas: Professional Development, Teaching, and Service. Professional
43 Development includes academic achievement in research, other forms of scholarship, creative activity,
44 and some types of professional service. Teaching includes classroom teaching and mentoring students
45 inside and outside the classroom. Service includes departmental, college, university, some types of
46 professional service, and some types of public service that involve professional expertise. As described
47 later in this document, the Department values all of these areas highly and has established specific
48 expectations for performance by its members in each one.

49 During yearly, pre-tenure, and post-tenure evaluations of faculty candidates' credentials,
 50 faculty will be rated according to six levels of performance: *outstanding, excellent, very good, good,*
 51 *fair, poor*. For promotion and/or tenure, candidates will be evaluated as to whether or not they have
 52 met the expectations established by the college manual. Thus, each candidate will be evaluated relative
 53 to the standard of *excellent* in both Professional Development and Teaching and the standards of *good*
 54 and *very good* in Service appropriate for his/her rank. Note that the same activity cannot be counted in
 55 more than one category (professional development, teaching, service) for any faculty member
 56 irrespective of specialty. Candidates for promotion and/or tenure can use the annual review guidelines
 57 in the second part of this manual for examples of relevant activities in each category in addition to
 58 those given below.

59
 60 Candidates for promotion and/or tenure must submit documentation of professional
 61 development, teaching, and service organized according to the categories listed in the college manual
 62 (sections V.E. – V.G.).

63 **EVALUATION AND ASSESSMENT FOR PROMOTION AND TENURE**

64 **Promotion to and/or Tenure at the Rank of Associate Professor**

65
 66 The Department of Physics and Astronomy Promotion and Tenure Committee and the Chair of
 67 the Department will independently evaluate the credentials of all candidates in the Fall Semester with
 68 all deliberations to be completed according to the College calendar.
 69

70
 71 **Professional Development:** To be recommended for promotion to and/or tenure at the rank of
 72 associate professor, a successful candidate must be deemed *excellent* in professional development and
 73 thus will have developed a substantial body of work that has contributed to the advancement of their
 74 discipline within the broad field of physics and/or astronomy as determined by the Promotion and
 75 Tenure Committee and the outside reviewers. Furthermore, as stated in the university manual, there
 76 should be evidence for an upward trajectory of continued accomplishments throughout the faculty
 77 member's career. In particular, the candidate is expected to have:

- 78 1. Developed an independent research program of national reputation as indicated, for
 79 example, in letters from external reviewers. At a minimum, the successful candidate is
 80 expected to have published (or have in press) several publications in major peer-reviewed
 81 journals based on research conducted while at Georgia State University or during time at
 82 another institution for which the candidate has received probationary credit.
- 83 2. Established a record of significant external funding to GSU at a level comparable to that of
 84 other junior faculty members in the same field at peer institutions.
- 85 3. While viewed favorably, internal grants from Georgia State University are by themselves
 86 generally not sufficient to earn promotion to the rank of Associate Professor. In the case
 87 where there is a clear upward trajectory and a candidate's research program is highly
 88 competitive, smaller external grants and/or indication of efforts to secure funding may be
 89 considered.

90
 91 **Teaching:** To be recommended for promotion to and/or tenure at the rank of associate
 92 professor, a successful candidate must be evaluated as *excellent* in the category of teaching and
 93 therefore should:

- 94 1. Provide evidence indicating that his/her performance in teaching is highly effective.
 95 Student perceptions, grade distributions, and learning outcomes will be used to assess
 96 teaching effectiveness. Course materials must show impressive preparation and the

- 97 successful candidate must demonstrate a high level of involvement in mentoring students.
 98 2. Show excellence in mentoring student research projects. It is expected that the candidate
 99 will have mentored undergraduate and/or graduate students. Effectiveness can be indicated
 100 by student accomplishments, for example. Post-doctoral mentorship will also be
 101 considered.
 102 3. Be effective in non-course related training/mentorship such as being a chair or member on
 103 student exam, thesis, and/or dissertation committees. This can include students at other
 104 institutions.
 105

106 Data to be reviewed by the Promotion and Tenure Committee include syllabi, examinations,
 107 and student evaluations. Selected classroom materials may be included as evidence of creativity or
 108 effectiveness in the classroom. Numbers and accomplishments (e.g., student publications, meeting
 109 presentations) of students directed in independent studies should be provided. Formal course numbers
 110 should be given for students registered in independent studies. Information about graduate students
 111 who have successfully completed their degrees, as well as those who show successful progress toward
 112 a degree by passing their qualifying exams and/or writing an approved thesis or dissertation proposal,
 113 will also be reviewed. The accomplishments of the students under the candidate's mentorship will be
 114 given more weight than the number of students.
 115

116 **Service:** To be recommended for promotion to and/or tenure at the rank of associate professor,
 117 a successful candidate must have demonstrated effective service to the Department of Physics and
 118 Astronomy and thus rated as *good* or better in this category. Types of service that qualify include
 119 participation in departmental committees and assistance with departmental activities or functions.
 120 Service at the college or university levels is commendable but not required.
 121
 122

123 **Promotion to and/or Tenure at the Rank of Professor**

124 Promotion to the rank of professor is a recognition awarded to candidates who have
 125 distinguished records of achievement and standing in both their professions and at Georgia State
 126 University.
 127

128 **Professional Development:** To be recommended for promotion to and/or tenure at the rank of
 129 professor, a successful candidate must be deemed *excellent* in professional development. Furthermore,
 130 as stated in the university manual, there should be evidence for an upward trajectory of continued
 131 accomplishments throughout the faculty member's career. In particular, there should be:

- 132 1. Evidence of international recognition of his/her research program as indicated, for example,
 133 in letters from external reviewers. Expected accomplishments must include the
 134 establishment and maintenance at Georgia State University of an independent research
 135 program that has consistently received external funds from state, national and/or
 136 international agencies, industries, or foundations.
 137 2. Significant recognition of the research program as evidenced by a history of publication in
 138 high quality, peer-reviewed international and/or national journals. Other evidence of
 139 achievement includes membership on editorial boards of significant international/national
 140 scientific journals, service as a referee for those journals, service on review boards for
 141 funding agencies, and invited presentations at national and international scientific meetings.
 142

143 **Teaching:** To be recommended for promotion to and/or tenure at the rank of professor, a
 144 successful candidate must be evaluated as *excellent* in the category of teaching and therefore should:

1. Provide evidence indicating that his/her performance in teaching is highly effective. Student perceptions, grade distributions and learning outcomes will be used to assess teaching effectiveness. Course materials must show impressive preparation and the successful candidate must demonstrate a high level of involvement in mentoring students.
2. Show excellence in mentoring student research projects. It is expected that the candidate will have mentored graduate students. Effectiveness can be indicated by student accomplishments. Post-doctoral and undergraduate mentorship will also be considered.
3. Be effective in non-course related training/mentorship such as being a chair or member on student exam, thesis, and/or dissertation committees. This can include students at other institutions.

Service: To be recommended for promotion to and/or tenure at the rank of professor, a successful candidate must be evaluated as *very good* or better in the category of service, having demonstrated:

1. Effective service at the department and college level as well as in fields related to physics or astronomy. Service to the University is helpful but not required. Types of service that could be included are: oversight or training of staff at the department, college, or university; oversight of department, college, or university facilities and equipment; or substantial participation and planning of department, college, or university events.
2. A history of professional service that supports local, state, national or international professional organizations. Organization of scientific programs at conferences, membership on committees of professional organizations, and offices held in professional organizations are all considered examples of effective service to the field. Scholarly activities that result in research findings and/or teaching publications will count as Professional Development and not as Service.

REVIEW FOR TENURE AND PROMOTION

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

Department of Physics and Astronomy Promotion and Tenure Committee

For promotion and/or tenure at the rank of Professor, the Department Promotion and Tenure Committee shall be composed of tenured Professors in the Department excluding the Chair and the faculty member(s) representing the area committee on Promotion and Tenure in the College. For promotion and/or tenure at the rank of Assistant or Associate Professor, the Department Promotion and Tenure Committee shall be composed of all tenured Associate Professors and Professors in the Department excluding the Chair and the faculty member(s) representing the area committee on Promotion and Tenure in the College.

The Chair of the Department shall appoint one of the members of the Committee as Chair of the Committee. The Department Chair may appoint a subcommittee that includes the chair of the full committee for initial evaluation of the candidate. The full Committee shall review all credentials of the candidate and make a recommendation to the Chair of the Department using the promotion and tenure procedures adopted by the Department in accord with the Promotion and Tenure Manual of the College of Arts and Sciences. All actions of the Department Promotion and Tenure Committee shall be approved by majority vote. Minority reports are allowed as specified in the College Manual.

193 Duties of the Department Promotion and Tenure Committee include the following:

- 194 **1.** Ensure that all Departmental, College, and University required processes, procedures, and reports
195 are properly executed.
- 196 **2.** Provide a list of outside reviewer names to the Chair of the Department.
- 197 **3.** Review and evaluate the record of each candidate using the promotion and tenure procedures
198 adopted by the Department.
- 199 **4.** Provide written recommended evaluations and supporting analyses based on its review and
200 evaluation of each candidate to the Chair.
- 201 **5.** By majority vote approve an overall recommendation for each candidate.
- 202 **6.** Provide appropriate analyses and justifications for its evaluations and recommendations.
- 203 **7.** The written statement of the evaluations and recommendation by the Committee that is provided to
204 the Chair of the Department must be signed by the Chair of the Committee and by all members of
205 the Committee who agree with the overall recommendation.
- 206 **8.** Committee members who do not sign the written statement are encouraged (but not required) to
207 provide signed separate letters (minority reports) indicating their recommendations and the reasons
208 for these recommendations.
- 209 **9.** The written statement and all separate letters from the Committee must be sent to the Chair of the
210 Department and then to the College Area Committee as required by the Promotion and Tenure
211 Manual of the College of Arts and Sciences.

APPENDIX I:
Ratings Guidelines for Pre-Tenure Review

A. Professional Development

Poor: The faculty member has no significant research program, with no publications¹ or presentations.

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

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

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.

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.

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.

B. Teaching

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

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

¹ Publications are defined throughout as high quality papers published through major peer reviewed journals, invited chapters, and/or books appropriate to physics and astronomy.

251

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

254

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

257

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

265

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

270

C. Service

271

272 **Poor:** The faculty member does not meet Department of Physics and Astronomy obligations.

273

274 **Fair:** The faculty member meets Department obligations and requests, but not in a timely manner.

275

276 **Good:** The faculty member meets Department obligations and requests effectively. Types of service
 277 that qualify include participation in departmental committees and assistance with other departmental
 278 activities or functions.

279

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

287 **Excellent:** In addition to meeting Department obligations and requests effectively, the faculty member
 288 has a major effective role in the Department, and in the College or University or in a professional
 289 organization. The former includes membership in college or university committees, oversight or
 290 training of department, college, or university staff, oversight of department, college, or university
 291 facilities and equipment, substantial participation and planning of department, college, or university
 292 events, or heavy involvement in student recruitment efforts. The latter includes memberships on
 293 advisory boards or service as a consultant, organization of scientific programs at conferences,
 294 membership on committees of professional organizations, convening symposia/workshops, and public

295 outreach.

296 ***Outstanding:*** In addition to meeting Department obligations and requests effectively, the faculty
297 member has a major effective role in the Department, and in the College or University and/or in a
298 professional organization. In addition, the faculty member has a leading effective role in one of the
299 above as evidenced, for example, by exceptional service as a graduate or undergraduate director, or as
300 a scientific editor for a major peer-reviewed journal.

301

APPENDIX II:

Ratings Guidelines for Post-Tenure Review

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304

A. Professional Development

306

Poor: The faculty member has no significant research program, with no publications² or presentations.

308

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

311

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

313

314

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

316

317

Excellent: The faculty member has continued to maintain and advance a nationally recognized research program with several high quality refereed publications, a sustained level of 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'. Expected accomplishments include the establishment and maintenance of an independent research program that has consistently received external funds from state, national and/or international agencies, industries, or foundations. 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.

Outstanding: The faculty member has achieved an internationally recognized research program with highly significant publications and funding, prestigious national or international invitations, and very 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.

B. Teaching

333

334

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

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

338

339

² Publications are defined throughout as high quality papers published through major peer reviewed journals, invited chapters, and/or books appropriate to physics and astronomy.

340

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

343

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

346

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

354

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

359 C. Service

360

361 **Poor:** The faculty member does not meet Department of Physics and Astronomy obligations.

362

363 **Fair:** The faculty member meets Department obligations and requests, but not in a timely manner.

364

365 **Good:** The faculty member meets Department obligations and requests effectively. Types of service
 366 that qualify include participation in departmental committees and assistance with other departmental
 367 activities or functions.

368

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

376 **Excellent:** In addition to meeting Department obligations and requests effectively, the faculty member
 377 has a major effective role in the Department, and in the College or University or in a professional
 378 organization. The former includes membership in college or university committees, oversight or
 379 training of department, college, or university staff, oversight of department, college, or university
 380 facilities and equipment, substantial participation and planning of department, college, or university
 381 events, or heavy involvement in student recruitment efforts. The latter includes memberships on
 382 advisory boards or service as a consultant, organization of scientific programs at conferences,
 383 membership on committees of professional organizations, convening symposia/workshops; and public

384 outreach.

385 ***Outstanding:*** In addition to meeting Department obligations and requests effectively, the faculty
386 member has a major effective role in the Department, and in the College or University and/or in a
387 professional organization. In addition, the faculty member has a leading effective role in one of the
388 above as evidenced, for example, by exceptional service as a graduate or undergraduate director, or as
389 a scientific editor for a major peer-reviewed journal.