Neurobiology – Fourth Year Appraisal Expectations

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, Neurobiology has established expectations for faculty at the fourth year appraisal review. We expect good progress toward developing a coherent and independent research program with the potential for significant future impact. This is typically documented by at least 1 primary peer reviewed research article as corresponding or co-corresponding author and 1 grant as PI or Co-PI from a federal agency and/or major research foundation. We also highly value collaborative research and generally count publications as non-corresponding senior author as 0.5 of the full value that is assigned to the corresponding author, although collaborative publications can be weighed even higher if a substantial independent contribution to the published work is documented. If co-corresponding author, Co-PI, or co-author, independence from former mentors is expected. Further, we expect a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically some combination of serving on a committee within the School, active participation in the Department's functions such as faculty searches, science chalk talks, efforts to increase diversity at the Department or School level, and involvement with the Biological Sciences and Neurosciences Graduate programs. Teaching includes a record of effort and progress toward creating 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 association with building an active laboratory. Faculty with at least 1 R01 grant or equivalent funding and at least 1 impactful research article as corresponding or co-corresponding author, and with no weakness in teaching or service, may receive a favorable appraisal. In reviewing the last 10 years of Neurobiology fourth year appraisals, we acknowledge that most faculty at this stage do not yet have one or more corresponding or co-corresponding author research articles and/or have not been awarded federal funding (but typically have clearly demonstrated progress in grant acquisition), and therefore will most likely receive a favorable with recommendations appraisal rating.

Neurobiology Normal Merit Standards: Tenure

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, Neurobiology has established expectations for faculty being evaluated for tenure. We expect establishment of outstanding scholarly reputation and of national recognition in the field, along with evidence of a coherent and independent ongoing research program with the potential for significant impact. These requirements can be documented by at least 2 primary peer reviewed research articles as corresponding or co-corresponding author, and sustainable funding from NIH, NSF or a comparable agency as PI or co-PI. In addition, we also highly value collaborative research and generally count publications as non-corresponding senior author as 0.5 of the full value that is assigned to the corresponding author, although collaborative publications can be weighed even higher if a substantial independent contribution to the published work is documented. If co-corresponding author, Co-PI, or co-author, independence from former mentors is expected. Further, we expect a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service includes membership on a committee within the School and some combination of efforts to increase diversity at the School or Campus level, active participation in the Department's functions such as faculty searches, science chalk talks, and involvement with the Biological Sciences and Neurosciences Graduate programs. Teaching includes a clear commitment to and record of an effective teaching style, as well as a record of mentorship, particularly in association with an active laboratory.

Neurobiology Normal Merit Standards: Promotion to Full Professor

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, the Department of Neurobiology 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 paper per year that makes important contributions to both special subject areas and broad fields in neuroscience. We also highly value collaborative research and generally count publications as non-corresponding senior author as 0.5 of the full value that is assigned to the corresponding author, when a substantial independent contribution to the published work is documented. One still needs corresponding author publications for advancement, however. In addition, we expect a strong record of external funding support, e.g. being a primary PI or co-PI on at least one active grant from NIH or equivalent agencies in the review period. The research program should reflect broad recognition and national impact, as reflected through a variety of metrics such as invited research talks, participation in conferences, service as an advisory board member or consultant on reviews of research grants or institutions. Furthermore, we expect excellence in teaching and in mentorship to trainees and a growing record of service to the Department and to the School. Campus service includes consistent and active participation in faculty governance, such as serving on impactful committees in the School, efforts to increase diversity at the School and Campus level, and sustained engagement in the Department's functions such as faculty searches, mentoring junior faculty, and training students within the Biological Sciences and Neurosciences Graduate programs are expected. 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 on to successful careers.

Neurobiology Normal Merit Standards: advancement to Step VI

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, the Department of Neurobiology 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 paper per year that makes important contributions to both special subject areas and broad fields in neuroscience. We also highly value collaborative research and generally count publications as non-corresponding senior author as 0.5 of the full value that is assigned to the corresponding author, although collaborative publications can be weighed even higher if a substantial independent contribution to the published work is documented. In addition, a strong record of external funding support, e.g. being a primary PI or Co-PI on at least one active grant from NIH or equivalent agencies in the review period, sustained excellence in teaching, student education and mentorship to trainees, a strong record of service to the Department and to the School, as well as important contributions to the campus and the profession are expected. 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 School, efforts to increase diversity at the School or Campus level, and sustained engagement in the Department's functions such as faculty searches, mentoring junior faculty, and training students within the Biological Sciences and Neurosciences Graduate programs. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of successful mentorship.

Neurobiology Normal Merit Standards: advancement to above scale and advancement further above scale

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, the Department of Neurobiology 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 paper per year that makes significant contributions to both special subject areas and broad fields in neuroscience. We also highly value collaborative research and generally count publications as non-corresponding senior author as 0.5 of the full value that is assigned to the corresponding author, although collaborative publications can be weighed even higher if a substantial independent contribution to the published work is documented. In addition, a strong record of external funding support, e.g. being a primary PI on at least 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 Department and to the School, as well as significant contributions to the campus and the profession are expected. 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. 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 School or Campus level, leadership roles in the School, and sustained engagement in the Department's functions such as faculty searches, mentoring junior faculty, and training students in graduate programs. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of successful mentorship.