SECTION 3: PROMOTION UNIT CRITERIA

CRITERIA FOR PROMOTION & TENURE

Warnell School of Forestry and Natural Resources

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I. Introduction

These guidelines provide criteria for promotion and tenure considerations in the Warnell School of Forestry and Natural Resources (Warnell School), as well as for evaluating progress toward promotion and tenure.

Consideration for promotion and tenure shall be based upon each individual’s position description and specified appointment percentage among teaching, research, and outreach activities. Performance criteria for individuals seeking promotion to the rank of Associate Professor or Professor (presented in Section III) are not absolutes, but rather serve as indicators of typical activities expected in teaching, research and outreach. Deviations from performance criteria metrics are allowed. Consideration shall be given to both the quantity and quality of performance based on an aggregate of achievements.

Candidates developing dossiers for promotion and tenure should carefully read both the University Guidelines for Appointment, Promotion and Tenure (University Guidelines) and the Warnell School Criteria for Promotion and Tenure (Warnell Criteria). Warnell criteria augment those found in the University Guidelines and do not prevent the use of contributions or criteria described in that document in a promotion and tenure dossier.

This document describes the tenure track process. Public Service track and clinical track appointment and promotion criteria shall follow approved guidelines developed by the University of Georgia’s Vice-President for Public Service and Outreach office, and by the University of Georgia's Provost Office for Faculty Affairs, respectfully. The Warnell criteria for outreach activities serve as a guide for Public Service track faculty. However, there may be substantial deviation from these criteria based upon the Public Service track faculty member’s specific duties and responsibilities.
Promotion and tenure are earned through a process of faculty and peer evaluation, and an administrative recommendation based largely upon information provided in the candidate’s dossier. The candidate is responsible for ensuring the dossier is accurate, organized, complete and precise. The candidate is responsible for being aware of, and following, the University Guidelines and Warnell Criteria. Failure of the candidate to follow guidelines or to make a strong case for promotion and tenure within the dossier will be cause for a negative recommendation.

II. Teaching, Research, Outreach and Service Activities of the Warnell School

Teaching

Teaching imparts new skills and knowledge, and prepares students for future careers. A faculty member with a teaching appointment is expected to exhibit a command of the subject matter, an ability to organize course material and to present it clearly and logically, the capacity to impart understanding about the subject, skills to effectively evaluate student performance and the ability to foster intellectual curiosity in students.

Research

Research is creative, intellectual work characterized by originality and critical thought. A faculty member with a research appointment is expected to establish a research program, train graduate students and disseminate research findings. Means of dissemination include, but are not limited to, publications in refereed journals, refereed digital media, presentations at scientific conferences and symposia, and development and maintenance of research databases. While collaborative research is valued, candidates seeking promotion and tenure should present clear and convincing evidence of independent scholarly contributions, demonstrated by, for example, first-authored publications and publications co-authored with the candidate’s graduate students.

Outreach

Outreach is a scholarly amalgam of innovation, synthesis, and transfer of subject matter, and use of educational delivery tools to targeted user groups and audiences. Outreach activities serve society by helping to identify, analyze, and seek solutions to problems of citizens, professionals, businesses and governmental units. Outreach generates educational products that contribute to the economic development and environmental quality of the state, region, and nation. Outreach activities include technology and information transfer designed to assist professional and non-professional individuals or groups, as well as facilitate the work of educators and professionals who assist non-professionals. Outreach can take many forms including traditional and web-based publications; presentations of educational content at meetings, classes, courses, workshops, and
conferences; facilitating information transfer; and serving in an educational and leadership capacity to community-based and professional organizations, private and public sector organizations, and individuals. The University or Warnell School may choose to limit by position description and allocation the geographic, subject matter, audience sector, or problems area to which an outreach faculty is dedicated. These limits shall be considered in promotion and tenure recommendations.

Service

Service is a responsibility of all faculty members. While service is not usually a specified activity of faculty appointments or promotion processes, recognition of the effort and time commitment involved in these activities shall be given because service facilitates University and Warnell School governance, economic development, positive perceptions of peers, and improves the quality and effectiveness of teaching, research and outreach programs. Service is performed in two areas:

1. On-campus service includes active participation in Warnell School and University of Georgia committees, degree and certificate programs and support of student organizations.

2. Professional service includes participation in professional organizations, editorial responsibilities, grant proposal and manuscript evaluation; participation in, or organization of, seminars, conferences and workshops, international development and government projects, etc. Service to various levels of government can be as an advisor or in other research or outreach capacities.

Faculty members are expected to strive for excellence in all aspects of their university responsibilities. The time allocated to teaching, research, outreach and service varies with a faculty member’s job description and interests. The division of a faculty member’s appointment among teaching, research, outreach and service activities is considered in the evaluation.

Promotion to Associate Professor

The Warnell School expects candidates for promotion to the rank of Associate Professor to have become independent faculty members who have matured beyond the doctoral student and post-doctoral associate level in research, teaching and/or outreach. The candidate must show a positive intellectual trajectory that is noteworthy within the candidate’s field. If the candidate was a frequent collaborator in research, teaching or outreach, they must establish that their individual contributions were unique and significant.
Candidates must show clear and convincing evidence of emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level. Candidates for the rank of Associate Professor should be able to show that national leaders in their field know their work.

Promotion to Associate Professor does not automatically grant tenure. Tenure may accompany a promotion, but the decision on tenure is made independently of the promotion decision.

For promotion to Associate Professor, the faculty member must have achieved a level of excellence in a primary emphasis area of their appointment (teaching, research or outreach), and be judged at least satisfactory in the other area, or areas, to which they have an appointment. The criteria to demonstrate satisfactory and excellent performance are described in Section III.

**Promotion to Professor**

Promotion to the rank of Professor is based upon professional distinction in teaching, research, and/or outreach. Candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature. For promotion to Professor, the Associate Professor shall have achieved a level of excellence in two primary areas of emphasis as defined by their position description and appointment allocation unless their assignment is solely in one area, and must have acquired a national or international reputation for professional and scholarly achievement. In addition, the individual seeking the rank of Professor shall demonstrate substantial involvement in one or more forms of service activities. The criteria to demonstrate satisfactory and excellent performance are described in Section III.

**Tenure**

The granting of tenure recognizes a candidate’s potential long-term value to the Warnell School and the University, as determined by professional performance and development. In addition, tenure ensures the academic freedom essential to an atmosphere conducive to the free search for truth and the attainment of excellence in the University.

Tenure shall be granted only to those faculty members of sufficient character, instructional and scholarly ability and potential for performance that warrants the University to justifiably employ them for the rest of their academic careers.

The granting of tenure is more significant than promotion in academic rank and is
exercised only after careful consideration of the candidate’s scholarly qualifications, collegiality, realized and potential future contributions to the mission of the Warnell School and the potential for effective continued performance over a career.

III. Warnell School Evaluation Criteria for Teaching, Research and Outreach Activities

The Warnell School has expectations regarding teaching, research and outreach activities. For each activity there are several components, with associated evaluation criteria, used to characterize satisfactory and excellent performance. Where more than one criterion are listed within a component, only one or some of the criteria need to be used to characterize performance. The listed criteria are commonly used metrics, but other criteria can be used to achieve the expected level of performance. It is the responsibility of the candidate to justify the use of different criteria in the dossier. Within an activity, a high level of achievement in one component can partially compensate for a lower level of achievement in another component, if justification is supplied by the candidate, and if deemed sufficient by the faculty members voting on promotion or tenure.

The promotion dossier should provide evidence of the quality of those achievements. A few major achievements, or a collection of many substantial activities, may be used to demonstrate high quality and productivity in an area of emphasis.

It is the responsibility of the candidate for promotion or tenure to address and demonstrate both the quality and quantity of their activities within the promotion dossier.

*Evaluation Criteria for Teaching, Research and Outreach Activities*

The following criteria are for a 50% time allocation in the area of emphasis. For an appointment with a different allocation, the activity level will be linearly pro-rated accordingly. Faculty on 9 month contracts will be evaluated on the basis of their 9 month appointments, which sum to a 75% time allocation.

**Teaching @ 0.5 EFT**

Satisfactory Performance

*Component 1. Perform well in teaching activities*

Criterion:

Student evaluations via the Warnell School Student Assessment of Instruction Questionnaire.
Component 2. Maintain adequate credit hour production
Criterion:
On average, teach at least the minimum number of hours required for the appointment level.

Note: This criterion can be satisfied by a combination of classroom instruction and up to 3 hours credit for an active graduate student program. Serving as major advisor for 2 MS or PhD students and the generation of 20+ credit hours/year in graduate research, thesis or dissertation classes is an example of an active graduate student program. MNR or MFR students can also satisfy these criteria if they take directed study or research hours. The active graduate program credit will be given to faculty members in the first three years of appointment who can demonstrate that they are in the process of developing an active graduate program. In addition, credit may be given for new course preparation equivalent to the course credit hours.

Component 3. Over the evaluation period, advise undergraduate or graduate students
Criteria:
i. Advisement of students in interdisciplinary programs, certificate programs, senior project or thesis teams, and students in other units in which the faculty member holds an appointment;
ii. Supervision of directed readings projects, or problem courses;
iii. Advising student clubs and professional organizations.

Excellent Performance

In addition to meeting the criteria for Satisfactory Performance:

Component 1. Demonstrate excellent performance in teaching activities
Criteria:
i. Receive teaching honors or awards;
ii. Obtain fellowships or grants related to instructional activities;
iii. Develop textbooks and other instructional media;
iv. Create new courses or innovative teaching approaches;
v. Earn high ratings on student evaluations, including notable acknowledgements in exit interviews.

Component 2. Demonstrate a high level of instructional activity
Criteria:
i. Teach more courses or courses with substantial student contact hours;
ii. Teach at both the graduate and undergraduate level;
iii. Teach laboratory courses;
iv. Direct Odyssey seminars;
v. Participate in study abroad programs and field courses;
vi. Mentor students in extracurricular educational activities.

Component 3. Attain and maintain membership on the University of Georgia’s Graduate Faculty
Criterion:
Evidence of Graduate Faculty status

Research @ 0.5 EFT

Satisfactory Performance
Component 1. Publish an adequate number of papers
Criteria:
i. For promotion to Associate Professor, publish ten scholarly articles as senior author or co-author, with most in well-regarded refereed journals, during the evaluation period for consideration for promotion to Associate Professor.

ii. For promotion to Professor a similar rate of publication will be expected.

Note: Faculty members voting on promotion and tenure must consider journal quality in their decision. Consistently publishing in lower tier journals will not be considered sufficient to meet this criterion. Likewise, publications in prestigious journals, or publications of greater length or significance, such as monographs, reviews or book chapters, can justify a lower number of total publications.

Component 2. Make presentations at scientific and professional meetings
Criterion:
Consistently present papers at regional, national, or international professional meetings.

Component 3. Write grant proposals
Criterion:
Participate as principal investigator (PI) or co-PI in grant proposals for external funding and generate sufficient funding to support a research program.

Component 4. Participate on graduate student committees
Criterion:
Serve as a member of graduate student committees.
Component 5. Serve as major professor for graduate students
Criterion:
Develop or maintain a graduate program with two or more graduate students and successfully complete at least two MS or one PhD graduate student(s) during the evaluation period. MNR or MFR students can also satisfy this requirement if evidence of research can be demonstrated such as the student’s authorship of a technical report, proceedings publication or journal article.

Component 6. Engage in professional or research service activities during the evaluation period
Criteria:
i. Membership in professional organizations;
ii. Grant proposal or manuscript evaluation.

Excellent Performance

In addition to meeting the expectations for Satisfactory Performance:

Component 1. As senior author and co-author, publish a body of work that through quantity and quality demonstrates excellence in research
Criteria:
i. Publish in top-tier journals within the candidate’s research area;
ii. Assessment by peers of the substantial importance of individual papers, studies, or a body of work.

Component 2. Present papers at scientific or professional meetings or seminars of sufficient quantity, or prestige, to indicate emerging national stature (for promotion to associate professor) or emerging international stature (for promotion to full professor)
Criteria:
i. Presentations at regional, national or international meetings;
ii. Invited seminars at universities;
iii. Invited presentations at meetings;
   . iii. Keynote addresses.

Component 3. Advise, and graduate, an adequate number of graduate students to provide evidence that an active research program has been developed (for promotion to associate professor) or maintained (for promotion to full professor)
Criteria:
i. MS and PhD students advised;
ii. MS and PhD students graduated.
Component 4: Involvement in research service activities

Criteria:
i. Regular participation in professional organization activities;
ii. Service on committees of professional societies;
iii. Organization of seminars, conferences or workshops, presentation of invited seminars;
iv. Work in international development;
v. Editorial responsibilities.

Component 5: Additional evidence of excellence in research

Criteria:
i. Receive grants from highly competitive funding sources;
ii. Awards received from the university, outside agencies or professional societies;
iii. Successful graduate student professional career development;
iv. Serve on research review panels, editorships;
v. Other evidence of peer-recognition.

Outreach @ 0.5 EFT Satisfactory Performance

Component 1. Make an adequate number of technical lectures and presentations
Criterion: Deliver six or more technical lectures and presentations in a seminar, conference or workshop format to non-professional and professional audiences, with emphasis on technology synthesis, engineering, and transfer.

Component 2. Participate in research-based technology transfer activities
Criterion: Periodically design and actively participate in research-based technology transfer activities with professional organizations, private and public sector groups, or individual clients.

Component 3. Publish outreach papers averaging one every year
Criterion: Publish in trade and professional journals every year.

Component 4. Publish Warnell School outreach material every year
Criterion: Publish hardcopy, electronic media, or with media professionals.

Excellent Performance

In addition to meeting the criteria for Satisfactory Performance:
Component 1. Publish a body of work that demonstrates excellence
   Criterion: Publication quantity and quality as assessed by colleagues and peers in the field, and Warnell School faculty.

Component 2. Utilize innovative approaches to outreach activities
   Criterion: Develop and/or utilize innovative approaches for the integration, synthesis or delivery of technical or educational materials.

Component 3. Involvement in research-based technology transfer activities
   Criterion: Provide leadership and actively participate in research-based technology transfer activities with professional organizations, private and public sector groups, community organizations or individual clients.

Component 4. Develop an excellent outreach program
   Criteria:
   i. Successfully obtaining grants from competitive sources;
   ii. Assessment by peers and clientele of the substantial importance of the candidate’s activities;
   iii. Awards received from the university, outside agencies or professional societies;
   iv. Appointments to advisory panels;
   v. Excellent program reviews by participants;
   vi. Development or implementation of new approaches to outreach.

Component 5. Develop, author, produce, and disseminate information and papers at scientific or professional meetings of sufficient quantity or prestige (such as invited presentations) that they indicate emerging national stature (for promotion to associate professor) or emerging international stature (for promotion to full professor)
   Criteria:
   i. Presentations at local, regional, national or international meetings;
   ii. Invited presentations at local, regional, national or international meetings;
   iii. Invited seminars;
   iv. Keynote presentations.

IV. Third year review of assistant professors

At the end of the third year of appointment for assistant professors there will be a review on progress towards promotion and tenure. The procedure for this review can be found in the UGA Guidelines for Promotion and Tenure.
V. Annual written evaluations

Annual written evaluations of faculty members of the Warnell School will be conducted according to the criteria described in Section III of this document: Warnell School Evaluation Criteria for Teaching, Research and Outreach Activities.

VI. Acceptance of this document, distribution to new faculty members and future revisions

This document and discipline-specific criteria must be accepted by the faculty within the Warnell School, and must be reviewed and approved by the Dean of the Warnell School and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this document and the University Guidelines. In addition, any changes or updates to this document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in this document.