

GUIDELINES FOR PROMOTION AND TENURE

DEPARTMENT OF PATHOLOGY

Faculty must meet or exceed current University guidelines for promotion and tenure (see The University of Georgia Guidelines for Appointment, Promotion, and Tenure, Spring 2014). Faculty will show clear evidence of scholarship.

In all matters related to promotion and tenure, the Department of Pathology will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion, and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines entitled "University of Georgia Guidelines for Appointment, Promotion, and Tenure, Spring, 2014" will supersede the promotion and tenure related-policies as outlined in the current document entitled "Guidelines for Promotion and Tenure: Department of Pathology."

Progress toward tenure

A non-tenured track faculty member's progress toward promotion and tenure will be evaluated annually by a mentoring committee and by the department head prior to their third year review. The mentoring committee will consist of at least three tenured faculty of higher rank from the Department of Pathology appointed by the department head in consultation with the non-tenure track faculty member. The mentoring committee can be supplemented by faculty members from outside the Department of Pathology.

Each non-tenured faculty member will prepare a yearly list of achievements for the past 12 months and a list of goals for the coming year. Ordinarily, this task will be accomplished in February or March as part of the Department's Faculty Appraisal and Development Program. It is the faculty member's and department head's responsibility to see that this is done. The department head and the mentoring committee will meet annually with the non-tenured faculty member to review current achievements and compare them to the stated goals of the previous year. The mentoring committee will provide the department head and the non-tenured faculty member an annual report describing the non-tenured faculty member's progress toward promotion and tenure. The department head will likewise provide a written assessment of the faculty member's progress toward promotion and tenure as part of his/her annual appraisal. For tenured associate professors, overall progress toward promotion will be evaluated as part of the annual faculty appraisal. Faculty progress toward achieving the promotion and tenure criteria described in this document must be clearly stated as part of these evaluations.

During the third year of employment, the department head will appoint a "Third Year Review Committee" of at least three tenured faculty members from the Department of Pathology to perform a more extensive review in accordance with this document and the UGA Guidelines for Appointment, Promotion and Tenure. The Third Year Review

Committee can be supplemented by faculty members from outside the Department of Pathology.

Goals and achievements for individual faculty will vary depending on assignments, interests, and abilities. The budgeted EFT status for each year will accurately reflect the faculty member's goals, activities, and assignments.

Criteria for promotion and tenure

The following criteria are more specific for the Department of Pathology. Although there is no single measure of professional achievement, the following information provides criteria for assessing overall performance and no one candidate is expected to excel in every measure listed below. Criteria should be applied to an individual faculty member based on his or her EFT assignment in each of the areas.

Teaching

Evidence of quality in teaching must be demonstrated. Evidence of teaching quality/effectiveness includes, but is not limited to, a combination of the following:

- 1) Formal course assignments and contact hours in the professional and graduate curricula.
- 2) Training grants, grants to produce educational materials, technology or publications related to teaching.
- 3) Textbooks, textbook chapters, and review articles in refereed journals.
- 4) Evidence of effort to improve teaching, such as innovations in instruction, course creation, development or revision of course objectives, course content, handouts, or tutorial programs.
- 5) Evidence of improved methods of presentation, incorporation of problem solving, and participation in multidisciplinary courses.
- 6) Evidence of effort in improving the overall professional curriculum, such as chairing or service on curriculum or curriculum revision committees.
- 7) Teaching awards and special recognitions for teaching.
- 8) Effective advisement or mentoring of professional and graduate students, including directing research electives, summer projects, dissertations, and theses.
- 9) Publications and presentations at scholarly conferences, as well as supervision of student research publications and presentations.
- 10) Evaluation of instructional quality by students, peers, former students, graduate students, interns, or residents.
- 11) Accomplishments of former students.
- 12) Instruction of faculty, staff, and students at other universities or organizations.

Research

Evidence of independent or collaborative research must be demonstrated. Evidence of research productivity includes, but is not limited to, a combination of the following:

- 1) Research manuscripts published in refereed journals, which may include publications from service and teaching activities. First and senior (second or last) author

- publications are weighted most heavily; however, it is understood that those with a predominantly collaborative role in research may have other co-author positions.
- 2) Products such as books, chapters, book reviews, bulletins, research notes, and research reports to sponsors (such as contractual or technical reports to a funding agency).
 - 3) Grants, contracts, and other funding that have been submitted, completed, or in progress, including outreach to raise funds by communicating research to the public (i.e. crowdsourcing).
 - 4) Presentations of research findings at regional, national, and international scientific meetings.
 - 5) Awards and recognition for research productivity, including patents and transfer of technology.
 - 6) Evidence of efforts to improve research productivity including innovations in research techniques.
 - 7) Invited publications and presentations related to research.
 - 8) Election to office or service on committees and programs of national organizations that support research in a given area of expertise.
 - 9) Participation on editorial boards or serving as reviewer for research publications or grant proposals.
 - 10) Evidence of scholarship by graduate students and post-doctoral students.
 - 11) Adequate funding (collaborative/independent) to undertake research activity is expected of a faculty member with a research EFT >30%. Faculty members with a research EFT of 50% or higher are expected to aggressively pursue external funding.

Service

Evidence of the amount and quality of diagnostic, committee, and outreach service activities must be documented. Evidence of service contributions includes, but is not limited to, a combination of the following:

- 1) A written record of diagnostic service activities, including the number of weeks of service related rotations per year, number of diagnostic cases or slides interpreted, number of case consultations per year.
- 2) Questionnaires evaluating services distributed to faculty (including interns and residents), graduate students, and graduate veterinarians for whom services are rendered. Examples of criteria include: turnaround time, report quality, and accessibility for consultation.
- 3) Continuing education courses presented to specialists, graduate veterinarians, and lay groups.
- 4) Honors and awards related to service-associated activities.
- 5) Publication of refereed journal articles of prospective and retrospective case studies related to service. Presentations related to service at regional, national, and international meetings.
- 6) Invited publications, presentations, and short courses related to service.
- 7) Election to office or service on committees and programs of national or regional organizations relating to the faculty member's area of expertise and/or specialty certification.
- 8) Service as an editor, editorial board member, or *ad hoc* manuscript reviewer for peer-reviewed journals.

- 9) Receipt of grants and contracts to develop and deliver services.
- 10) Specialty Board Certification may be required for positions with a high service assignment.
- 11) Service on department, college, and university committees involving governance and related activities.

Self-Improvement

Faculty must maintain and improve their professional competency through study, attendance at meetings, and seminars to obtain new knowledge and skills.

Exceptional Circumstances

The department recognizes that flexibility in faculty assignment of EFT may be necessary in certain situations. Consideration should be given to a faculty member's contributions under exceptional circumstances. For example, due to attrition of faculty or open positions, a faculty member may be assigned increased teaching or service responsibilities to meet departmental obligations.

Intangibles

- 1) Ability to work well with others and communicate clearly with others is an important consideration in the promotion and tenure process.
- 2) Current and future needs for the candidate's services must be justified for tenure.

Requirements for Rank

Instructor

The rank of instructor is an entry-level position for the University. Requirements include the following:

Years in Rank: Candidates do not need a minimum number of years in a lower rank.
 Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Assistant Professor

The rank of assistant professor is the primary entry-level position for employment as a faculty member at the University. Requirements include the following:

Years in Rank: Candidates do not need a minimum number of years in a lower rank unless the initial appointment was at the instructor level at the University of Georgia.
 Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Associate Professor

The rank of associate professor is the mid-career faculty rank at the University.

Requirements include the following:

- Years in Rank: Under usual circumstances, a candidate must serve at least four years as an assistant professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to associate professor.
- Degree: Candidates should have the terminal degree appropriate for their discipline, or specialty board certification appropriate for their discipline.
- Criteria: 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. Depending on the faculty member's EFT, these may include, but are not restricted to, attainment of research funding, showing promise in sustaining their research, publications in peer-reviewed journals on research done while a faculty member at the University of Georgia, early career teaching awards, peer-reviewed publications on the science of teaching and learning, scholarly activity emanating from pathology service, and, if appropriate, board-certification in their area of expertise.

Professor

The rank of professor is the highest rank at the University. Requirements include the following:

- Years in Rank: Under usual circumstances, candidates must serve at least five years as associate professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to professor.
- Degree: Candidates should have terminal degree or specialty board certification appropriate for their discipline.
- Criteria: 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. Depending on the faculty member's EFT, such criteria include, but are not restricted to, a record of sustained grant funding, senior teaching awards, leadership roles in national and international organization, requests to be an invited speaker on a national and international level, and, if appropriate, board certification in their area of expertise. Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.

Revisions to this document

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

Approved by the Faculty: March 12, 2015

Approved by the Dean: April 17, 2015

Approved by the Provost: April 29, 2015