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 the 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 Appointment, Promotion and Tenure (Warnell criteria). Warnell criteria augment those found in the University Guidelines and do not prevent the use of contributions or effectiveness 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 on 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 that the dossier is accurate, organized, complete and precise. The candidate is responsible for being aware of, and following, the University and Warnell school guidelines. Failure of the candidate to follow guidelines and 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 their 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 and fund 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 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 the use of educational delivery tools to targeted user groups and audiences. Outreach activities serve society by helping to identify, analyze, and seek solutions to the 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 and 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 and support of student organizations and degree and certif-
   icate programs.

2. **Professional service** includes participation in professional organizations, editorial
   responsibilities, grant proposal and manuscript evaluation; participation in, or or-
   ganization 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.

### III. Warnell School Criteria for Appointment, Promotion and Tenure

Faculty members are expected to strive for excellence in all aspects of their university re-
 sponsibilities. The time allocated to teaching, research, and outreach varies with a faculty
member’s job description and interests. The division of a faculty member’s appointment
among teaching, research, and outreach 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 outreach. The candi-
date must show a positive intellectual trajectory that is noteworthy for 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.

In general, candidates for the rank of Associate Professor should be able to show that na-
tional leaders in their field know their work. This can be demonstrated in multiple ways
including, but not limited to, scholarly publications involving research, instruction or out-
reach, serving as a reviewer or editorial board member for professional journals or on re-
 gional or national instructional review committees, being principal investigator on grants,
presenting research/teaching/outreach results at scientific and professional meetings, pre-
senting invited lectures at meetings or universities, or by committee work for agencies,
professional societies, or non-governmental organizations.

Promotion to Associate Professor does not automatically grant tenure. Tenure may ac-
company 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 out-
reach), and be judged at least satisfactory in the other area, or areas, to which they have**
an appointment.

Promotion to Professor

Promotion to the rank of Professor is based upon professional distinction in teaching, research, and/or outreach. 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.

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 that is essential to an atmosphere conductive 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.

Evaluation Criteria for Teaching, Research and Outreach Activities

The Warnell School criteria that characterize satisfactory and excellent performance in teaching, research and outreach serve as guidelines for both candidates preparing dossiers and faculty members making recommendations on the candidate’s promotion dossier. Quality, as well as quantity, of all activities must be considered. It is expected that a candidate for promotion and tenure will meet most of the criteria for excellent performance in one or more of the activities (teaching, research or outreach) as required. However, within an activity, a high level of achievement in one criterion can partially compensate for a lower level of achievement in another criterion, if justification is supplied by the candidate and if deemed sufficient by the faculty members voting on promotion or tenure.

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.

A faculty member should strive to develop and maintain a high quality and productive program. 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**

**Teaching @ 0.5 EFT**

**Satisfactory Performance**

1. Perform well in teaching activities, as judged by peers and students via the Warnell School Student Assessment of Instruction Questionnaire.

2. On average, teach at least the minimum number of hours required for the appointment level. At this time (Fall Semester, 2010) the minimum requirement is 12 credit hours of classroom instruction per year for 0.5 EFT. This requirement can also 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 requirements 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.

3. Over the evaluation period, advise undergraduate or graduate students. Credit for advisement may include students in interdisciplinary programs, certificate programs, senior project or thesis teams, directed readings projects, or problem courses and students in other units in which the faculty member holds an appointment, as well as advising student clubs and professional organizations.

**Excellent Performance**

In addition to meeting the criteria for Satisfactory Performance:

1. Demonstrate excellent performance in teaching activities. For example, by receiving teaching honors or awards, obtaining fellowships or grants related to instructional activities, developing textbooks and other instructional media, creating new courses or innovative teaching approaches, gaining excellent peer evaluations, earning high ratings on student evaluations, or other measures of effectiveness as described in the University Guidelines.

2. Demonstrate a high level of instructional activity. For example, by teaching more courses or courses with substantial student contact hours, by teaching at both the graduate and undergraduate level, teaching laboratory courses, directing Odyssey se-
minars, conducting study abroad programs or by a high level of graduate student mentoring, while maintaining the minimum standards of quality listed above (#1).

3. Attain and maintain membership on the University of Georgia’s Graduate Faculty.

**Research @ 0.5 EFT**

**Satisfactory Performance**

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

2. Consistently present papers at regional, national, or international professional meetings.

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

4. Serve as a member of graduate student committees.

5. 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.

6. Engage in some professional or research service activities during the evaluation period, including membership in professional organizations and grant proposal or manuscript evaluation.

**Excellent Performance**

In addition to meeting the criteria for Satisfactory Performance:

1. As senior author and co-author, publish a body of work that through quantity and quality demonstrates excellence in research. This includes publishing in top-tier journals within the candidate’s research area and assessment by peers of the substantial importance of individual papers, studies, or a body of work.

2. Present 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).

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).

4. Demonstrate involvement in research service activities, such as regular participation in professional organization activities, service on committees of professional societies, organization of seminars, conferences or workshops, presentation of invited seminars, work in international development, or editorial responsibilities.

5. Provide additional evidence of excellence in research, such as receiving grants from highly competitive funding sources, awards received from the university, outside agencies or professional societies, successful graduate student professional career development, having graduate students publish their research results in highly regarded journals, serving on research review panels, editorships, or other evidence of peer-recognition.

**Outreach @ 0.5 EFT**

**Satisfactory Performance**

1. 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.

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

3. Publish papers in trade and professional journals or technical newsletters every year.

4. Publish Warnell School outreach material in hardcopy, electronic media, or with news professionals every year.

**Excellent Performance**

In addition to meeting the criteria for Satisfactory Performance:

1. Publish a body of work that through quantity and quality demonstrates excellence as assessed by colleagues and peers in the field and Warnell School faculty.

2. Develop and utilize innovative approaches for the integration, synthesis or delivery of technical or educational materials.

3. Provide leadership and actively participate in research-based technology transfer ac-
tivities with professional organizations, private and public sector groups, community organizations or individual clients.

4. Provide additional evidence of excellence in outreach activities, such as successfully obtaining grants from competitive sources, assessment by peers and clientele of the substantial importance of the candidate’s activities, awards received from the university, outside agencies or professional societies, appointments to advisory panels, excellent program reviews by participants, or development or implementation of new approaches to outreach.

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).