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 considerations for tenure track, research scientist track, and public service and outreach (PSO) faculty and for tenure considerations for tenure track faculty in the Warnell School of Forestry and Natural Resources (Warnell School), as well as for evaluating progress toward promotion and tenure. Warnell School promotion and tenure procedures are detailed in the document, Procedures for Promotion and Tenure in the Warnell School of Forestry and Natural Resources. These guidelines are effective January 1, 2020.

Consideration for promotion and tenure shall be based upon each individual's position description and specified appointment EFT (equivalent full-time) among activity areas such as teaching, research, outreach, public service, and service. Performance criteria for individuals seeking promotion are not absolutes, but rather serve as indicators of typical activities expected in teaching, research, outreach, public service, and service. 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 Warnell School Criteria for Promotion and Tenure (Warnell Criteria) and the university guidelines document specific to the faculty rank. Tenure track faculty should refer to the Guidelines for Appointment, Promotion and Tenure. Research scientist track faculty should consult the Guidelines for the Appointment and Promotion of Research Scientists. PSO faculty should review the Guidelines for Appointments and Promotion: Public Service and Outreach Academic Rank. The Warnell criteria complement those found in these university guidelines and do not prevent the use of contributions or criteria described in those documents in a promotion and tenure dossier.

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 applicable 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 may be cause for a negative recommendation.

II. Tenure Track Faculty

Roles

Tenure track faculty are engaged in four principal activity areas: teaching, research, outreach, and service.

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. The effort and time commitment involved in 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.

Promotion and Tenure

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 satisfactory performance in all activity areas of their appointment (teaching, research, outreach and/or service). The criteria to demonstrate satisfactory performance for promotion to Associate Professor are described below.

Promotion to Professor

Promotion to the rank of Professor is based upon professional distinction in teaching, research, outreach and service. 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 candidate's 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 a satisfactory level of achievement in all activity areas as defined by their position description and appointment allocation and must have acquired a national or international reputation for professional and scholarly achievement.

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 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

The Warnell School has expectations regarding teaching, research, outreach, and service activities. For each activity there are several components, with associated evaluation criteria, used to characterize satisfactory performance. Where more than one criterion are listed within a component, at least 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. Quantitative criteria do not supersede judgment of the quality of scholarship, instruction, mentoring, service, and outreach.

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.

The following criteria are for a 0.50 EFT (equivalent full-time) in the activity area with the exception of service. For an appointment with a different EFT, the expectation level will be linearly pro-rated accordingly. EFT is expressed on a fiscal year basis. Academic year contract faculty appointments sum to 0.75 EFT. Fiscal year faculty appointments sum to 1.0 EFT.

Teaching @ 0.5 EFT
The candidate must demonstrate excellence in teaching and meeting the quantitative metrics does not supersede judgement regarding the quality and impact of their work.

Promotion to Associate Professor

Component 1. Demonstrate excellence in instructional activities

Criteria:

i. Obtain fellowships or grants related to instructional activities;
ii. Develop instructional material e.g. textbooks, lab manuals;
iii. Create new courses or significantly revise existing courses;
iv. Develop and implement innovative teaching approaches;
v. Earn high ratings on student evaluations, including notable student comments on evaluations and acknowledgements in exit interviews;
vi. Faculty development activities (e.g., Lily Teaching Fellow, Teaching Academy, Faculty Learning Community, co-teach with senior faculty);
vii. Invited guest lectures at UGA and other universities.

Component 2. Perform appropriate levels of instructional activity

Criteria:

i. 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 are examples of an active graduate student program. MNR or MFR students can also satisfy these criteria if they take directed study or research hours. Additionally, 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. Credit may be given for new course preparation equivalent to the course credit hours and for major course rework as approved by the ADAA.*

ii. Teach one or more courses with substantial student contact hours;
iii. Teach at both the graduate and undergraduate level;
iv. Teach laboratory courses;
v. Direct Odyssey seminars;
vi. Participate in study abroad programs and field courses;
vii. Mentor students in extracurricular educational activities.

Component 3. Mentor and advise undergraduate and graduate students

Criteria:

i. Advise students in undergraduate and graduate interdisciplinary programs, certificate programs, senior project or senior thesis;
ii. Advise CURO and Honors students;
iii. Supervise directed readings projects or problem courses;
iv. Mentor and advise graduate students in instruction.

Promotion to Professor

Component 1. Demonstrate excellence and leadership in instructional activities

Criteria:

i. Sustain teaching excellence as described for promotion to Associate Professor;
ii. Receive teaching honors, awards, or fellowships;
iii. Co-teach with junior faculty;
iv. Mentor junior faculty;
v. Participate in scholarship of teaching and learning (e.g., research on teaching and learning, publications on teaching and learning, leadership on Faculty Learning Communities or workshops on teaching innovations)

Component 2. Maintain an appropriate level of instructional activity

Criteria:

Criteria are the same as for promotion to Associate Professor.

Component 3. Mentor and advise undergraduate or graduate students

Criteria:

Criteria are the same as for promotion to Associate Professor.

Research @ 0.5 EFT

The candidate must demonstrate excellence in research and meeting the quantitative metrics does not supersede judgement regarding the quality and impact of their work.

Promotion to Associate Professor

Component 1. Establish a scholarly publication record that demonstrates emerging national stature in the candidate's research area.

Criterion:

Produce an average of two or more scholarly publications per year during the evaluation period in peer-reviewed outlets with most in well-regarded refereed journals.

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 (as evidenced by high numbers of citations or awards), such as monographs, or patents, can justify a lower number of total publications. Publication of other scholarly works (e.g., technical reports, patents, proceedings, etc.) add to the record but should not substitute for journal articles**.** In some cases, non-peer reviewed publications can be part of the dossier with justification. It is the responsibility of the candidate to establish that publications are in high quality and appropriate journals for their respective field.*

Component 2. Present research at scientific or professional meetings of sufficient quantity and prestige to indicate emerging national stature.

Criteria:

i. Deliver presentations (oral and/or poster) as first author and co-author at regional, national or international meetings;
ii. Deliver invited presentations as first author and co-author at scientific or professional meetings;
iii. Deliver invited seminars at academic and/or research institutions and agencies.
iv. Invited panel member.

Component 3. Obtain sufficient funding to establish an active, independent research program.

Criteria:

i. Obtain extramural grants and/or contracts as principal investigator (PI) or co-PI;
ii. Receive grants from competitive funding sources;
iii. Secure funding from gifts, consortia, or service fees;
iv. Provide evidence of substantial effort towards obtaining external funding as PI or co-PI.

Component 4. Mentor graduate students.

Criteria:

i. Graduate at least two MS or one PhD graduate student(s) as major professor during the evaluation period;

   Note: *MNR or MFR students can also satisfy this requirement if evidence of research can be demonstrated, such as the student's authorship of a journal article, technical report, or published proceedings.*
ii. Co-author publications and presentations with graduate students;
iii. Graduate student awards or recognitions;
iv. Serve on graduate committees at UGA and/or other universities;
v. Successful graduate student professional career development.

Component 5. Additional evidence of excellence in research

Criteria:

i. Awards received from the university, outside agencies or professional societies;
ii. Other evidence of recognition.

<u>Promotion to Professor</u>

Component 1. Maintain a scholarly publication record that demonstrates national or international stature in the candidate's research area.

Criterion:

Sustain a scholarly publication record as described for promotion to Associate Professor.

Component 2. Present research at scientific or professional meetings of sufficient quantity and prestige to demonstrate national or international stature.

Criteria:

i. Sustain activities as described for promotion to Associate Professor;
ii. Keynote addresses;
iii. Panel member.

Component 3. Obtain sufficient extramural funding to maintain support of an active research program.

Criteria:

i. Sustain activities as described for promotion to Associate Professor;
ii. Secure nationally competitive funding;
iii. Generate grants that support unit infrastructure (e.g. staff, post-doc, facilities).

Component 4. Advise, mentor, and graduate an adequate number of graduate students to demonstrate that an active research program has been maintained.

Criteria:

i. Graduate at least three graduate students including one PhD as major professor during the evaluation period;

   Note: *MNR or MFR students can also satisfy this requirement if evidence of research can be demonstrated, such as the student's authorship of a journal article, technical report, or published proceedings.*

ii. Sustain other activities as described for promotion to Associate Professor.

Component 5. Additional evidence of excellence in research

Criteria:

Criteria are the same as for promotion to Associate Professor.

Outreach @ 0.5 EFT (average annual performance criteria)

The candidate must demonstrate excellence in outreach and meeting the quantitative metrics does not supersede judgement regarding the quality and impact of their work.

<u>Promotion to Associate Professor</u>

Component 1. Make an adequate number of lectures and presentations in your program area.

Criterion:

Deliver 24 or more lectures and presentations in a seminar, conference or workshop format to non-professional and professional audiences, with emphasis on research information synthesis and transfer.

Component 2. Participate in research-based content development activities in your program area

Criterion:

Design and actively participate in research-based content development and delivery for professional, public sector and private clients.

Component 3. Develop educational products for clients in your program area.

Criterion:

Generate and publish 8 educational products, (journal, trade, symposium articles, on-line publications, proceedings, books, book chapters, APPS, CDs, websites etc.). Publications of greater effort and impact can justify a lower number of total publications.

Component 4. Obtain funding to support an active outreach program.

Criterion:

Secure funding through extramural grants, contracts, gifts and other sources.

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 indicates emerging stature in your designated program area.

Criteria: (examples include)

i. Presentations at local, regional, national or international meetings;
ii. Invited presentations/seminars at local, regional, national or international meetings;
iii. Keynote presentations.

Component 6. Additional evidence of excellence in outreach

Criteria:

i. Awards received from the university, outside agencies or professional societies;
ii. Other evidence of recognition.

<u>Promotion to Professor</u>

Component 1. Make an adequate number of lectures and presentations in your program area.

Criterion:

Maintain a program delivery record that demonstrates national/international stature in your program area.

Component 2. Participate in research-based content development activities in your program area

Criterion:

Provide leadership at national/international levels and actively participate in research-based content development activities delivery for professional, public sector and private clients.

Component 3. Maintain development of educational products for clients in your program area demonstrating national/international stature.

Criterion:

Produce educational products that demonstrate excellence in quality and quantity as assessed by colleagues and peers in the field, and Warnell School faculty.

Component 4. Obtain funding to support an active outreach program.

Criterion:

Secure funding through extramural grants, contracts, gifts and other sources.

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 indicates national/international stature

Criteria:

i. Presentations at regional, national or international meetings;
ii. Invited presentations/seminars regional, national or international meetings;
iii. Keynote presentations.

Component 6. Additional evidence of excellence in outreach.

Criteria:

Criteria are the same as for promotion to Associate Professor.

Service @ 0.05 EFT

Promotion to Associate Professor

Component 1. Complete service activities specific to the candidate's appointment.

Criterion:

Specific service responsibilities completed.

Component 2. Engage in university service activities.

Criteria:

i. Advise student clubs and professional organizations;
ii. Participate on Warnell and university committees.

Component 3. Engage in professional service activities.

Criteria:

i. Membership in professional societies;
ii. Participate on professional society committees;
iii. Review manuscripts and grant proposals;
iv. Organize seminars, conferences or workshops;
v. Serve as session chair;
vi. Regularly participate in professional organization activities.

Promotion to Professor

Component 1. Complete service activities specific to the candidate's appointment.

Criterion:

Specific service responsibilities completed.

Component 2. Engage and lead university service activities.

Criteria:

i. Engage in university service activities as described for promotion to Associate Professor;
ii. Lead Faculty Learning Communities;
iii. Participate on University committees;
iv. Lead Warnell committees.

Component 3. Involvement and leadership in professional service activities

Criteria:

i. Engage in professional service activities as described for promotion to Associate Professor;
ii. Editorial responsibilities;
iii. Participate on proposal review panels;
iv. Membership on program review panels;
v. Participate in international capacity development;
vi. Serve as officer in professional or learned society;
vii. Advise entities in government and private sector.

III. Research Scientist Faculty

Roles

As defined in the OVPR 'Guidelines for the Appointment and Promotion of Research Scientists, the Research Scientist faculty track includes the ranks of Assistant Research Scientist, Associate Research Scientist, and Senior Research Scientist. All of these positions are non-tenure track faculty positions involved in some aspect of research and may include research-related instruction, research service, and research administration.

Research Scientists engage in scholarly and creative research appropriate to their field of specialization and to the mission of the Warnell School. They are expected to investigate new ideas, reinterpret established ideas, and disseminate results of their research through appropriate media. They can obtain independent research grants and contracts as principal investigators. They can apply for Graduate Faculty status to allow them to serve on graduate committees and direct graduate students and postdoctoral scholars. They can be involved with instructional, service, and administrative roles related to research. They are expected to be involved in significant scholarly activities including publications in refereed journals and presentations at scientific or professional meetings.

The specific tasks assigned to a Research Scientist may vary across disciplinary boundaries. Therefore, it is inappropriate to apply the same criteria used for the evaluation of tenure-track faculty to the evaluation of Research Scientists. A position-specific Statement of Roles and Responsibilities must be developed for each Research Scientist position and must include explicit distribution of effort for research, instruction, service, and administrative responsibilities. Any changes to the Research Scientist's effort distribution or job description agreed upon during the evaluation period must be documented in a revised Statement of Roles and Responsibilities.

Promotion

Faculty members are expected to strive for excellence in all aspects of their university responsibilities. Research scientist positions reflect a level of independence and trajectory towards national and international recognition.

<u>Promotion to Associate Research Scientist</u>

The Associate Research Scientist position is analogous to the Associate Professor rank. A candidate must have demonstrated consistency and direction in his/her research or research service, and must have achieved a substantial measure of accomplishment or creative contributions in the field of specialization.

Promotion to Senior Research Scientist

The Senior Research Scientist position is analogous to the Full Professor rank. The candidate should clearly be independent and should have achieved strong national and international recognition in the field.

Evaluation Criteria

The Statement of Roles and Responsibilities specific to the candidate provides the definition against which the Research Scientist is evaluated for promotion. Review of performance must be based on the specific assignment of duties and EFT distribution as detailed in the Statement.

IV. Public Service and Outreach Faculty

Roles

The mission of the UGA Public Service and Outreach (PSO) program is to enhance the quality of life in Georgia by applying the knowledge of the University to the state's evolving economy, social, and community needs. The PSO faculty should be at the forefront of applying scholarship to meet these needs. Furthermore, they should possess academic credentials and professional experience required by any outstanding institution of higher education. The PSO academic rank is appropriate for faculty positions whose major duties are principally and directly involved in the public service and outreach function.

The role of Warnell PSO faculty is to identify, develop, and render technical assistance to individuals, communities, organizations, and public agencies. The methods and approach used to render assistance is the responsibility of the PSO faculty. Therefore, to be successful, it is the responsibility of the Warnell PSO faculty to: 1) Integrate knowledge from multiple disciplines and apply their experience-based understanding of real-world relationships and phenomena; 2) Assess stakeholder needs and develop appropriate programming strategies; 3) Furnish objective resource information for decision-making and assist with capacity building, implementation, and evaluation; 4) Design and conduct evaluations and assessments, field-test basic knowledge, develop procedural and technical publications, and provide instruction and facilitation both on and off campus; 5) Utilize effective communication skills to produce written and oral presentations; and 6) Collaborate with other university faculty and actively engage in service-learning activities, university community partnerships, and academic credit instruction.

Promotion

The qualifications for promotion of Warnell PSO faculty will be measured by standards directly related to the competencies required of the public service and outreach functions performed. Warnell PSO faculty positions require demonstration of significant contribution and impact.
The PSO promotion process will adhere to the UGA Guidelines for Appointments and

Promotion: Public Service and Outreach Academic Rank. Warnell PSO faculty of qualified rank evaluate the candidate's dossier and vote on promotion. Subsequently, Warnell tenure track and research scientist faculty of qualified rank will provide a vote indicating level of support for the promotion. The result of the non-PSO vote is not recorded in the candidate's promotion dossier.

Promotion to Public Service Associate

The Public Service Associate rank is comparable to that of Associate Professor. A terminal degree is expected, but not required. A candidate must demonstrate a record of consistent productivity of superior quality and impact. Tangible evidence of contributions to the body of knowledge or practice in his/her chosen field and a documented record of collaboration with another public service and outreach unit and/or academic department at an accredited institution of higher education are required.

The candidate must demonstrate recognition as a regional and/or national leader in his/her field. Regional is defined as any area outside a person's assigned geographic responsibility as specified in the candidate's job description. A documented record of professional growth and development is required.

Promotion to Senior Public Service Associate

The Senior Public Service Associate rank is comparable to that of Full Professor. Competency should be supported by academic preparation and/or experience in a field appropriate to the duties of the position. A terminal degree is expected, but not required. A candidate must demonstrate a record of consistent productivity of superior quality and demonstrated impact. Tangible evidence of contributions to the body of knowledge or practice in his/her chosen field and a documented record of collaboration with another public service and outreach unit and academic department at an accredited institution of higher education are required.

The candidate is required to demonstrate a distinguished reputation recognition as a national and/or international leader in his/her field. A documented record of professional growth and development is required.

Evaluation Criteria

The achievement, performance, and potential for future performance of Warnell PSO faculty rests on the professional judgments of the PSO Promotion Committee and how they view the evidence submitted. These judgments involve a wide-range of variables, and are subjective because of the non-quantifiable nature of many elements of quality performance. Consideration must be given to:

Reputation versus productivity: Reputation reflects performance. A candidate's superior accomplishments should be reflected by his/her professional reputation and viewed as beneficial to the overall reputation of the university.

Lack of a terminal degree: Some individuals, by virtue of their reputation and level of performance, accomplish far more than their level of formal education. Provisions may be made to allow them to be promoted to levels of rank and authority commensurate with their talents. It is for these reasons that the requirement for a terminal degree is not an absolute "must."

Concentration versus diversity: A candidate's record of outstanding quality and quantity of work in only one or more categories (i.e., instruction and training, applied research, or

consultation and technical assistance) should be sufficient to justify his/her promotion. The key point is to measure achievement in these categories according to the job responsibilities assigned and the opportunities that position provides or requires for either concentration or diversification of activities.

Public Service & Outreach @ 0.5 EFT (average annual performance criteria)

The candidate must demonstrate excellence in public service and outreach, and meeting the quantitative metrics does not supersede judgement regarding the quality and impact of their work.

Promotion to Public Service Associate

Component 1. Obtain funding to support an active outreach program.

Criterion:

Secure funding through extramural grants, contracts, gifts and other sources to fully support outreach program which may include graduate students.

Component 2. Create and publish an adequate number of outreach products for target program area

Criterion:

Create and publish outreach products (e.g., journal, trade, symposium articles, on-line publications, proceedings, books, book chapters, APPS, CDs, websites etc.). Publications of greater effort and impact can justify a lower number of total publications.

Component 3. Outreach events and presentations

Criteria:

i. Schedule, design, manage and teach outreach events;
ii. Design, construct and deliver outreach presentations.

Component 4. Applied Research

Criteria:

i. Obtain grants or contracts to support and inform outreach programs and products;
ii. Serve on graduate student committees.

Component 5. Additional evidence of excellence in public service and outreach

Criteria:

i. Awards received from the university, outside agencies or professional societies;
ii. Other evidence of recognition.

Promotion to Senior Public Service Associate

Component 1. Obtain funding to support an active outreach program.

Criterion:

Secure funding through extramural grants, contracts, gifts and other sources to fully support outreach program which may include graduate students. Maintain a grant record that demonstrates national/international stature in your program area.

Component 2. Create and publish an adequate number of outreach products for target program area.

Criterion:

Create and publish outreach products (e.g., journal, trade, symposium articles, on-line publications, proceedings, books, book chapters, APPS, CDs, websites etc.). Publications of greater effort and impact can justify a lower number of total publications. Demonstrate recognition for productivity at national/international levels.

Component 3. Outreach events and presentations

Criteria:

i. Schedule, design, manage and teach outreach events;
ii. Design, construct and deliver outreach presentations;
iii. Productivity demonstrates excellence in quality and quantity as assessed by colleagues; and peers nationally/internationally.

Component 4. Applied Research

Criteria:

Criteria are the same as for promotion to Public Service Associate.

Component 5. Additional evidence of excellence in public service and outreach.

Criteria:

Criteria are the same as for promotion to Public Service Associate.

Teaching

Criteria for tenure track faculty apply.

Research

Criteria for tenure track faculty apply.

Service

Criteria for tenure track faculty apply.

V. Third-Year Reviews

At the end of the third year of appointment there will be a review on progress towards promotion and tenure for assistant professors and promotion for assistant research scientists and public service assistants. The procedures for this review for assistant professors are detailed in the UGA Guidelines for Appointment, Promotion and Tenure and the Warnell Procedures for Promotion and Tenure. The procedures for this review for assistant research scientists are specified in the Warnell Procedures for Promotion and Tenure. The procedures for this review for public service assistants are specified in the UGA Guidelines for Appointment and Promotion Public Service Academic Rank and the Warnell Procedures for Promotion and Tenure.

VI. Annual Written Evaluations

Annual written evaluations of tenure track faculty members of the Warnell School will be conducted based upon the criteria described in Section 3 II of this document. Annual written evaluations of research scientist faculty members will be on the Statement of Roles and Responsibilities for the specific position. Annual written evaluations of PSO faculty will be based on the criteria described in Section 3 IV of this document.

VII. 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.