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School of Forestry and Wildlife Sciences
Promotion & Tenure Guidelines

In the School of Forestry and Wildlife Sciences (SFWS), procedures used to evaluate teaching, research and extension faculty for tenure and/or promotion will be consistent with those outlined in the Faculty Handbook and consistent with procedures used in the School's annual Faculty Performance Evaluation. We strive to link the annual evaluation criteria and process closely to the University's requirements for promotion and tenure so that, as new faculty undergo annual and three year reviews, they will move along an evaluation continuum toward the goals of promotion and tenure.

The following procedures will be followed in preparation for, and during submissions of faculty dossiers for P&T consideration. The objectives of this process are to ensure that:

- Candidates for P&T are aware of those factors which will be taken into account during consideration of their candidacy and how key information regarding those factors will be assessed.
- Specific strengths and weaknesses will be identified and communicated to each faculty member in order that weaknesses can be addressed.
- Clear guidance is provided for faculty who plan to seek P&T in order that they may plan their activities accordingly.

Each faculty member will prepare a dossier that contains the information discussed in the following pages. A critical factor in the assessment of each dossier is the appointment (i.e. % of time formally allocated to research, teaching, and / or extension) of the candidate. The distribution of performance (i.e. productivity) among research, teaching, and extension or outreach should reflect the proportion of time formally allocated to each function. In other words, the performance expectations from a 75% teacher would differ substantially from those of a 75% researcher.

The overarching element that one looks for in assessment of a P&T dossier is scholarly achievement. This can be demonstrated regardless of appointment although the indices of scholarly achievement will vary somewhat among research, teaching, and extension or outreach. In the following pages, the nature of those differences will be explained. In addition, the scale of scholarly achievement is also important. As examples, candidates for promotion to associate professor may be expected to demonstrate evidence of a regional and national reputation while candidates for full professor may be expected to show evidence of an international reputation.

Candidates for tenure must also be deemed collegial by their colleagues. Collegiality should not be confused with popularity. Collegiality encompasses the basics of the professional ethics of the academic world: respect for persons, integrity of intellectual inquiry, concern for the needs and rights of students and clientele, and awareness of workplace safety.

Beginning in their second year and continuing annually thereafter until promotion and tenure verdicts have been rendered, candidates' dossiers will be reviewed by the SFWS Promotion and Tenure Committee which is composed of all tenured full professors in the School. This committee will provide a report to the candidate and the Dean regarding the committee's perception of the candidate's progress toward promotion and tenure goals.

The SFWS will institute a formal mentoring process with mentors selected and assigned by the Dean to various candidates. The goal of the mentoring process is to provide one-on-one guidance to non-tenured faculty regarding their progress toward P&T objectives.

RESEARCH

Recognition of the importance and potential impact of a faculty member's research program is a key factor used in the evaluation process. This recognition can come through publications and presentations to both scientific and general audiences. Publishing refereed journal articles is the primary gauge of research productivity. Candidates for tenure and promotion to associate professor will be expected to exhibit indications of a national reputation such as participation in national conferences and production of a minimum of 5-15 refereed journal articles since the beginning of their appointment at AU (the number depending on the magnitude of their research appointment) with at least 1/3 of these falling into journals rated above average to excellent by the SFWS faculty (see Attachment 1).

A comprehensive list (Attachment 1) that categorizes several hundred journal titles into average, above-average, and excellent classes has been developed by the SFWS faculty. Journals which are limited to a regional scope are normally rated average. An additional class (EE) is included, although the occurrence of faculty publications within the latter is quite rare. The list is intended to evolve over time as new journals emerge. First authorships and percent contribution are important and are taken into account during the evaluation process. When considering publications produced by a graduate student, the major professor as a second author behind that of the graduate student is essentially equivalent to a first authorship. This is reflective of the level of guidance, mentorship and scholarly acceptance of the research conducted by the student/major professor team. However, this should not preclude faculty production of their own manuscripts.

Additionally, presentation of research results by other means is necessary. Publication of books, book chapters, and proceedings of national and international meetings (particularly invited presentations) are other important outlets that can reflect a faculty member's scholarly reputation. The faculty member is encouraged to provide information that supports the use of and review of books that they have authored.

Grantsmanship also is a very critical factor in the faculty evaluation process. The level of extramural grants secured to conduct research can reflect the importance and innovation of an individual's research to the funding organization and, consequently, is a key measure of scholarly achievement in research. The expectation for P&T candidates is that they will acquire a level of sustained extramural funding that is commensurate with an active research program (including provision of graduate stipends) with clear progress toward achievement of national and international recognition. Key considerations in the evaluation of grantsmanship include the amount and source of funding.

The sources from which extramural funding are derived can indicate the level of scholarly activity required to procure the funding. Consequently, highly competitive sources which use ad hoc reviewers and panels (e.g. USDA-AFRI and NSF) will be linked with higher levels of credit. Funding from less competitive, extramural sources is also highly valued and funding from intramural sources is desirable as well.

Invited service on regional and national research panels, as editors or associate editors, etc. is also a measure of a researcher's reputation and prestige. Such activities are key indicators of the scope of a researcher's reputation.

Faculty whose research program may result in products or services that could be commercialized will receive research credit for those endeavors. This includes the development of intellectual property through patents, license agreements, copyrights or other related programs that are offered through the Office of Technology Transfer.

Candidates for promotion to full professor are expected to provide evidence of an international reputation such as presentations at international conferences, participation in international research projects, international sabbaticals, and/or other activities beyond the bounds of a national audience. Research activities should include participation on national panels, acquisition of highly competitive funding, and a sustained output (i.e. at least at the rate previously described for P&T candidates) of refereed articles in very good and higher rated journals (Attachment 1). Similarly, acquisition of extramural funding will be evaluated by source and amount as previously described and should be adequate to sustain an active research program of high quality. If research productivity is on track, candidates for promotion to full professor should be able to achieve that rank in 5-6 years beyond the P&T decision.

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TEACHING

General Rationale: Teaching is generally evaluated through a combination of student input and peer review. Some have suggested that student input (i.e. ratings, comments) is primarily useful for assessment of classroom atmosphere. This includes clarity of presentation, existence of mutual respect, instructor availability, etc. Peer evaluation, on the other hand, may be most useful for measurement of quality of the information being transferred and the degree to which the course presents a reasonable challenge. Thus, "quality" may entail the degree to which a current, comprehensive coverage of the topic is being presented and whether a reasonable degree of rigor is maintained. Consequently, although the two types of input are not mutually exclusive, they serve as indicators of different aspects of teaching performance. As a result, their joint usage should be complimentary.

The following information will be included in the dossier.

(1) Peer review of teaching packets. Each instructor will provide a teaching packet for each course taught which contains the following information:

a. Detailed syllabus
b. Examples of tests
c. Examples of laboratory handouts
d. Examples of other handouts (informational and exercises)
e. List of reading assignments
f. Web page info (if appropriate)

These packets will be peer-reviewed by two faculty selected by the Dean. Instructors may suggest names of four faculty with expertise in the subject area to the Dean's office for consideration. Written input from the two faculty reviewers will be provided to the instructor and to the Dean's office for inclusion in evaluation packets. Each course taught will be reviewed at least once every three years, or when a substantive change is made in the course.

Faculty may request that someone from inside or outside the School of Forestry and Wildlife Sciences (SFWS) visit and evaluate their classroom performance. If this occurs, the person should provide written comments for inclusion in the dossier.

Faculty may make use of tests that compare knowledge on a particular topic at the onset of a course vs. after course completion. This information should be included in the dossier for evaluation.

(2) Summaries of grade distributions. Due to the sensitive relationship between student comments and grades received and/or anticipated, grade distributions from courses for which student ratings are provided will be obtained by the Dean's office. These will be included in dossiers and used during the dossier evaluation to provide insight into a possible relationship between student ratings and grading rigor for a particular

course. In a case where a relationship may exist, either increased or decreased weight (depending on the type of relationship) may be given to student evaluations.

(3) Candidates will be made aware of any information provided by students or other parties that are presented to the Deans' office that may be used in the evaluation procedure. Although sources need not be identified, inclusion of such supporting materials is to insure that instructors' efforts to improve teaching performance are based on the most comprehensive information available.

(4) Presentations on teaching methodologies at national or regional meetings, publications in refereed journal articles that have been ranked on teaching approaches, etc. are encouraged by the Dean's office as a method of demonstration of scholarly achievement in teaching. Additionally, all teaching faculty are encouraged to participate in teaching improvement opportunities such as workshops, seminars, and self-study as available on-campus.

(5) Faculty will be expected to recruit and train graduate students as a major professor as well as committee member. In the SFWS, candidates for full professor will ordinarily be expected to have served as the major professor for at least one doctoral student.

(6) Contributions by faculty to the teaching program are expected beyond classroom instruction and would include such items as extramural funding, developing new curricula, and national or international distance learning programs associated with their expertise. Considerations of these items in their evaluations would be commensurate with their appointment.

EXTENSION

Extension faculty must develop a strong in-state or multi-state program that reflects a current and effective approach to a well-developed education program directed towards a variety of non-campus clientele. Program content should address the needs of both landowners (rural and/or urban) and natural resource professionals, but may also be directed at the general public as well as public officials at the city, county, state, or federal level. Extension programming and accomplishments should be oriented and be responsive to the faculty's job description and Work Plan of individual extension specialists.

An essential component of a strong Extension program meriting promotion and tenure is documentation the faculty member is using their academic and professional expertise to meet a societal need, positively impacting the quality of life for a specific clientele. This requires both suitable Extension programming quality (scholarship) and productivity.

Successful Extension program productivity must have documented clientele interaction to insure impact. Possible methods of program delivery include:

- Clientele specific writing for newsletters and Extension publications.

- Applied technical writing and analysis for handbooks and manuals.
- Extension presentations at public meetings.
- Computer and internet applications such as Webinars, social media, web sites, software, and CDs.
- Extension Program planning and organization.
- Mass media, including newspapers, magazines, radio, and television.

Extension productivity suitable for promotion and tenure will generally require activity using all of these delivery methods, with the proportion of each determined by the nature of the clientele and identifiable Extension programming needs. Although it is difficult to quantify a minimum number of such products, there must be adequate activity using these or other delivery methods to have the necessary impact addressing a societal problem to be worthy of promotion and tenure.

Documentation of suitable Extension program quality and scholarship is also critical. Indicators of suitable scholarship and a connection with constituents might be:

- Assume a leadership role in Natural Resource State and Regional Committees (e.g. Tree Farmer, Wildlife Federation, SFI, and others) for Associate and Full Professor, respectively.
- Evidence of an ongoing developing Natural Resource Program(s) going forward in time.
- Peer recognition in the form of Extension awards and honors, particularly regional or national awards for Associate and Full Professor, respectively.
- Successful Extension grantsmanship. Key considerations in the evaluation of grantsmanship are funding level, the nature and scope of partnerships established in the funding proposal, and potential clientele impact. Securing extramural funding is essential to the establishment and relevancy of an Extension program.
- Publication in peer reviewed journals related to the Extension mission that are above average to excellent in journal rankings Appendix 1.
- Invitations to speak at state, regional, national and international technology transfer events
- Emulation of the faculty member's program by Extension personnel in other states either through the use of the faculty member's Extension products or collaboration in the planning and execution of Extension events.

- Strong partnerships and programming support from clientele groups. Functioning and productive partnerships with landowner organizations, state and federal natural resources agencies, and professional societies are good evidence of a relevant Extension program with societal impact.
- Letters of commendation, support and program review from those colleagues and peers in the Extension community including field REA's that are familiar with the faculty member's work
- Consistently positive feedback from clientele such as landowners and natural resource professionals documented through program evaluations, written communications, or other means indicating the value of program content, timeliness, and delivery.

ATTACHMENT 1 SFWS faculty ratings of refereed journals

EE = extraordinary
E = excellent
AA = above average
A = average

JOURNAL	QUALITY
Accounting Enquiries	A
Acta Ecologica Sinica	A
Acta Geographica Sinica	A
Agricultural and Forest Meteorology	AA
Agricultural Systems	A
American Economic Review	E
American Journal of Agricultural Economics	E
American Journal of Botany	AA
American Midland Naturalist	AA
American Naturalist	E
American Papermaking	A
Animal Behaviour	E
Animal Feed Science and Tech	AA
Annals in Botany	AA
Applied and Environmental Microbiology	E
Applied Biochemistry and Biotechnology	AA
Applied Microbiology and Biotechnology	E
Applied Vegetation Science	AA
Appraisal Journal	AA
Aquatic Botany	AA
Arboriculture & Urban Forestry	AA
Arboricultural Journal	AA
Ardea	AA
Atmosphere and Environment	E
Australian Journal of Plant Physiology	AA
Biodiversity and Conservation	AA
BioEnergy Research	AA
Biogeochemistry	E
Biogeosciences	E
Biological Conservation	E
Biology Letters	E
Biomacromolecules	E
Biomass and Bioenergy	AA
Biometrics	E
Biometrika	E

BioResources	AA
Bioresource Technology	E
Bioscience	E
Botanical Review	AA
Biotechnology Letters	AA
Biotechnology Progress	E
Biotechnology and Bioengineering	E
Biotechnology for Biofuels	E
Bulletin of the Torrey Botanical Society	A
Canadian Field Naturalist	A
Canadian Journal of Microbiology	AA
Canadian Journal of Agricultural Economics	E
Canadian Journal of Botany	E
Canadian Journal of Forest Research	E
Canadian Journal of Political Science	E
Canadian Journal of Soil Science	AA
Canadian Journal of Zoology	AA
Canadian Public Administration	AA
Canadian Public Policy	AA
Canadian-American Public Policy	A
Castanea	A
Catena	AA
Cato Journal	A
Climate Change	AA
Climate Research	A
Communications in Soil Science and Plant Analysis	A
Comparative Biochemistry and Physiology	AA
Comparative Politics	E
Composites Part A: Applied Science and Manufacturing	E
Composites Science and Technology	E
Conservation Biology	E
Earth Interactions	A
Ecohydrology	A
Ecological Applications	E
Ecological Economics	AA
Ecological Engineering	AA
Ecological Indicators	E
Ecological Modeling	AA
Ecological Monographs	E
Ecological Restoration	A
Ecology	E
Ecology Engineering	A
Ecology Letters	E

Ecology and Society	E
Economic Botany	A
Economic Inquiry	E
Economic Journal	AA
Ecosystems	E
Ekoloji	A
Environmental and Experimental Botany	AA
Environmental History	AA
Environmental Management	AA
Environmental Politics	AA
Environmental Pollution	AA
Enzyme and Microbial Technology	E
Estuaries & Coasts	A
European Journal of Forest Pathology	A
European Journal of Law and Economics	E
European Journal of Operational Research	AA
European Journal of Wood and Wood Products	A
Evolution	E
Evolutionary Ecology	E
Evolutionary Ecology Research	AA
Forest Ecology and Management	AA
Forest Economics (Chinese)	A
Forest Engineering and Operations	A
Forest Pathology	A
Forest Policy and Economics	AA
Forest Products Journal	AA
Forest Science	E
Forestry	AA
Forestry Chronicle	A
Fuel	AA
Functional Ecology	E
Global and Planting Change	AA
Global Change Biology	E
Global Ecology and Biogeography	E
Governance	AA
Holzforschung	E
Human Dimensions of Wildlife	AA
Hydrological Processes	AA
Hydrological Sciences Journal	AA
IAWA Journal	AA
Ibis	AA
IEEE Transactions on Geoscience and Remote Sensing	A
Industrial Crops and Products	AA

Industrial & Engineering Chemistry Research	AA
Interfaces	E
International Forestry Review	AA
International Journal of CIS	AA
Journal of Advertising Research	A
Journal of Agricultural and Applied Economics	A
Journal of Agricultural and Food Chemistry	E
Journal of Agricultural Safety and Economics	A
Journal of Agriculture Economics	A
Journal of Agroforestry	A
Journal of American Statistical Association	AA
Journal of Animal Ecology	E
Journal of Applied Ecology	AA
Journal of Applied Polymer Science	E
Journal of Aquatic Plant Management	A
Journal of Arboriculture	AA
Journal of Avian Biology	E
Journal of Composite Engineering	A
Journal of Developmental Management	AA
Journal of Economic Behavior and Organization	AA
Journal of Economic Entomology	E
Journal of Environmental Economics and Management	E
Journal of Environmental Management	AA
Journal of Environmental Quality	AA
Journal of European Economic History	A
Journal of Experimental Biology	E
Journal of Extension	A
Journal of Field Ornithology	A
Journal of Fish and Wildlife Management	A
Journal of Forest History and Conservation	A
Journal of Forest Products Industries	AA
Journal of Forestry	A
Journal of Geophysical Research	E
Journal of Housing Economics	A
Journal of Human Dimensions in Wildlife	AA
Journal of Hydrological Engineering	AA
Journal of Hydrology	E
Journal of Industrial Microbiology and Biotechnology	AA
Journal of Labor Research	A
Journal of Law and Economics	E
Journal of Mammalogy	AA
Journal of Market Theory and Practice	A
Journal of Near Infrared Spectroscopy	E

Journal of Obstetrics and Gynaecology Canada	A
Journal of Organic Chemistry	E
Journal of Policy Analysis and Management	E
Journal of Political Economy	E
Journal of Public Economy	AA
Journal of Public Policy	E
Journal of Rural Social Sciences	AA
Journal of Soil and Water Conservation	A
Journal of Sports Economics	A
Journal of Structural Engineering (ASCE)	A
Journal of Sustainable Forestry	AA
Journal of the American Water Resources Association	AA
Journal of Toxicology and Environmental Health	AA
Journal of Vegetation Science	AA
Journal of Veterinary Diagnostic Investigation	AA
Journal of Water Quality, Exposure and Health	A
Journal of Wildlife Diseases	AA
Journal of Wildlife Management	AA
Journal of Wood Chemistry Technology	AA
Journal of Wood Science and Technology	A
Journal of World Forest Resource Management	A
Journal of Urban Ecology	AA
Kyklos	E
Labor Economics	A
Land Economics	E
Landscape and Urban Planning	AA
Landscape Ecology	E
Mathematical Computing and Modeling	A
Mycological Progress	E
Natural Areas Journal	A
Nature	EE
New Forests	AA
New Phytologist	AA
New Zealand Journal of Forest Research	AA
North American Transactions	A
Oecologia	E
Oikos	E
Photogrammetric Engineering and Remote Sensing	E
Phytopathology	E
Plant and Soil	AA
Plant Cell Environment	E
Plant Disease	AA
Plant Ecology	AA

Plant Physiology	E
Policy Sciences	E
Proceeding of the Royal Society of London, Series B	E
Proceedings of the National Academy of Sciences	EE
Process Biochemistry	AA
Public Choice	AA
Pulp and Paper	A
Quarterly Journal of Austrian Economy	A
Quarterly Journal of China Forestry	AA
Rangeland Ecology and Management	AA
Remote Sensing of Environment	E
Research in Higher Education	A
Restoration Ecology	E
River Research and Applications	AA
Rural Sociology	E
Scandinavian Journal of Forest Research	A
Science	EE
Scientific American	AA
Silvae Fennica	A
Silvae Genetica	AA
Small Scale Forestry	A
Small Scales Forest Economics, Management and Policy	A
Society and Natural Resources	E
Soil Biology and Biochemistry	AA
Soil Science	AA
Soil Science Society of America Journal	E
Southern Forests	A
Southern Journal of Applied Forestry	A
Southeastern Fish and Wildlife Proceedings	A
Southeastern Naturalist	A
Southern Economic Journal	AA
Studies in Avian Biology	AA
TAPPI	AA
Tellus	E
The American Economist	A
The Auk	AA
The Condor	AA
Transactions of the ASABE	AA
Tree Physiology	E
Trees	AA
Trends in Ecology and Evolution	E
Urban Ecosystems	AA

Vegetation	AA
Water, Air, Soil Pollution	A
Water and Environment Journal	A
Water Resources Research	E
Waterbirds	A
Weed Science	E
Weed Technology	AA
Wetlands	AA
Wetlands Ecology and Management	AA
Wildfowl	A
Wildlife Biology	A
Wildlife Monographs	E
Wildlife Research	A
Wildlife Society Bulletin	AA
Wilson Bulletin	A
Women in Natural Resources	A
Wood and Fiber Science	E
Wood Materials Science and Engineering	A
Wood Technology	A
World Development	AA
World Forestry Research	A