

COLLEGE OF EDUCATION

Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines:

A Supplement to UW Regulations 2-1 through 2-10

These proposed revisions were made to the Tenure and Promotion document that was originally approved by Faculty

The strength of the College of Education lies in the quality of its faculty and students. Decisions regarding faculty reappointment, tenure, fixed-term, promotion, and post-tenure review directly impact the quality of programmatic offerings, the reputation of our programs, and our ability to recruit and to retain highly qualified faculty. Faculty members in the college take seriously the responsibility of maintaining high standards in all job description areas. These responsibilities begin with the recruitment and selection of faculty members and continue throughout each faculty member's professional career.

The integrity of the evaluation process depends on thoughtful and objective peer and administrative review of faculty performance. The purpose of this supplementary document is to articulate and clarify College of Education expectations for reappointment, tenure, promotion, and post-tenure review. The primary areas of Teaching, Research, Service, Advising, and Professional Development are elaborated separately in this document. For each major job responsibility, this document outlines expectations and how to document the expectations. Overlap among these areas, however, is to be expected and is viewed as a positive. In other words, teaching, research, service/advising, and professional development should be seen as integrated parts of the whole job description; where possible, faculty members should look for opportunities in which each part can inform the other. Thus, faculty members' contributions should be viewed holistically across teaching, research, service/advising, and professional development. Finally, an effective college culture is cultivated and maintained when faculty members are good citizens who engage in their work for the benefit of all—including students and colleagues.

The timing and the process for promotion and tenure, as well as for early tenure, are explicated in UW Regulations 2-1 and 2-7. In order to be considered for early promotion at any level, faculty must exceed expectations in teaching, research, service, and advising. For each category of the job description below a table is provided with three columns: Expectations, Meets Expectations, and Exceeds Expectations. All candidates must meet the guidelines in the Expectation Column. All candidates being reviewed for reappointment, tenure, and promotion on a standard timeline as explicated in UW Regulations 2-1 and 2-7, must provide documentation listed in the Meets Expectations Column. All candidates seeking early tenure and/or promotion must provide documentation listed in the Exceeds Expectations Column.

TEACHING

Teaching is the largest proportion and most important aspect of most faculty members' job descriptions in the College of Education. Education faculty are expected to perform at a high level in their teaching; our students look to the faculty as role models as they are being prepared to do professional work in schools or other workplace settings. Effective teachers are lifelong learners who continue to improve their teaching skills, their scholarly depth, and their ability to structure productive learning environments. Effective teaching may take place in a variety of delivery modes in our college. The mode of delivery is not the central focus; quality teaching is crucial. Quality teaching is outlined in the table under Meets Expectations. Evaluation of

teaching effectiveness is conducted within the context of teaching including face-to-face, online, video-conferencing, hybrid, and supervision of practica, internships, and/or residency. This section includes expectations in the College of Education as well as a brief description of expectations for reappointment, tenure, promotion to associate professor, and promotion to professional associate lecturer.

Table 1
Expectations and Documentation: Table is based on 65% Teaching Load

Expectations:	Documentation That Meets Expectations:	Documentation that Exceeds Expectations:
Evaluation of teaching effectiveness is complex. Faculty members continue to refine and improve their teaching throughout their academic careers.	<p>Evaluation of teaching effectiveness requires input and triangulation from multiple sources, including peers, students, and administrators.</p> <ol style="list-style-type: none"> 1. At least once per year, the candidate must arrange an observation from a tenured/fixed-term or fixed-term rolling contract peer(s) or administrators and include documentation of the observation in her/his review materials¹. 2. End-of-term evaluations from students. Candidate shows consistent positive trajectory in student evaluations during each review period². 3. Candidate must identify specific teaching goals each year. 4. Self-evaluation of teaching effectiveness is also important for continued improvement. 5. Classes should reflect current best practices in teaching and scholarship. 6. Authoring of course materials published such as text books, software, assessments, etc. 	<p>Examples of exceeding expectations for seeking early tenure and/or promotion include concrete evidence of careful and thoughtful documentation of studying teaching. Items in the first column to the left in addition to a combination of the following:</p> <ol style="list-style-type: none"> 1. Publications whereby individuals are studying their teaching and using the peer-review process in journals to improve their teaching. 2. Key questions from the student evaluation form that address overall teaching effectiveness. 3. Higher scores on student evaluations as a whole when compared to the college average. 4. Teaching awards. 5. Concrete evidence of reflecting on previous year's teaching goals and discuss concrete examples of growth across years. 6. Concrete evidence of integrating meaningful feedback on teaching. 7. Concrete evidence of professional development related to teaching. 8. In addition, evaluation of teaching should include external review of teaching/learning artifacts such as syllabi, assessment measures, self-evaluation narrative/rubric and student work.

¹Thoughtful feedback on teaching includes, but is not limited to, the following: For online courses, the peer must be added to the course to provide in-depth and thoughtful feedback. The peer should conduct a post-observation session. A written evaluation of any observation (online & face-to-face) must be completed. These written documents must be included in T & P materials. Teaching evaluations must include high-quality, specific, and meaningful written feedback that has the potential to positively impact teaching. Faculty should consider drawing on colleagues with expertise in teaching (e.g., coaching, assessment & evaluation, etc.) to improve their teaching.

²The role of student evaluations in documentation of teaching is one integral piece of evidence of effective teaching. The student evaluations should show a consistent positive trajectory over the review period. Candidates are responsible for addressing areas of concern that emerge consistently during the review period through documentation (e.g., goals & narrative). Candidate should address the modality of courses taught (e.g., online/distance). Peers should consider the modality in their evaluation of candidate.

Reappointment, Tenure, Promotion to Associate Professor, and Promotion to Associate Lecturer with Fixed Term-Rolling Contract

Faculty in the College of Education who are being considered for reappointment, tenure, promotion to associate professor, or promotion to associate lecturer must meet or exceed expectations in Table 1 and are expected to demonstrate effectiveness in teaching by showing a trajectory of consistent growth during the review period: across multiple years, and multiple courses. Faculty must demonstrate the ability to structure productive and engaging learning environments. They are also expected to contribute to curriculum discussions as well as course/module development and program planning in the College of Education and across the university. Please see Table 1 for expectations and documentation of teaching.

Promotion to Full Professor and Promotion to Senior Lecturer

Full professors and senior lecturers are expected to continue their trajectory of growth in teaching, providing leadership in curriculum development, as well as course/module and program planning and evaluation of assessments for accreditation. As expert classroom teachers, full professors and senior lecturers are expected to meet student needs in innovative ways, and to hold students to the highest of standards. These faculty members are expected to provide mentorship in teaching to faculty members and/or graduate students in the form of activities such as co-teaching, teaching demonstrations, or providing peer/administrator evaluations. Please see Table 1 for expectations and documentation of teaching.

Post-tenure Review

In keeping with University of Wyoming policy, UW Reg. 2-10 and College of Education past practice, tenure-stream and tenured faculty are subject to review every three years. Faculty members must maintain the standards of teaching associated with their rank. If faculty members fail to meet the teaching standards specified in this document, adjustments in the job description or other steps may be taken as outlined in UW Reg. 2-10. Please see Table 1 for expectations and documentation of teaching.

RESEARCH

Successful researchers demonstrate consistent productivity over the course of their academic careers with annual evidence of scholarly contributions. This begins when faculty members are hired and establish their research goals. These goals should include a definition of one or more areas of scholarship upon which to focus, targeting key outlets for dissemination of research findings, and constructing an implementation time line. These goals should be revisited and updated on an annual basis. Also, please note that job descriptions for Academic Professionals in the College of Education do not typically include a research requirement, thus this section does not address research performance for assistant, associate, or senior lecturers. It is assumed that faculty members will engage in different kinds of research and dissemination activities (e.g., peer reviewed journal articles, books, chapters and edited volumes, invited articles, conference presentations, funded grant proposals). **These activities are viewed holistically for each faculty member and will differ in measure and proportion depending on circumstances.** By means of a variety of single/multiple authorships and collaboration with students, faculty members can demonstrate their abilities to lead, collaborate, and complete projects successfully. The critical factor is that the faculty member's research result in a steady, robust set of contributions over time with an emphasis on quality and leadership. Expectations

for amount of scholarly activity are difficult to quantify. Factors such as the nature of the research and the time required for peer review/revision call for flexibility in order to accommodate the realities of research dissemination. Therefore, a faculty member’s research productivity is best evaluated over a period of time to account for variations in types and venues of research output that can be explained by individual faculty members in their narrative materials for reviews, post tenure reviews, applications for sabbaticals, etc. Table 2 describes products that meet and/or exceed expectations and may be considered in evaluation of research activities for faculty members at all ranks in their scholarly careers.

Successful candidates for tenure and promotion must demonstrate consistent essential productivity over time, with an average of at least one example of essential productivity and an average of at least one example of supporting productivity each year. Essential productivity includes products or dissemination of research in refereed or critically reviewed publications. Supporting activities will provide opportunities for candidates to network with other researchers, build a growing national/international reputation, and demonstrate potential for essential productivity.

Table 2
Expectations and Documentation: Table is based on 25% Research and Scholarship Load

Expectations:	Documentation that Meets Expectations:	Documentation that Exceeds Expectations:
<p>Faculty members must be consistently productive over the course of their academic careers with annual evidence of scholarly contributions. All research involving human subjects must have received IRB approval. Candidate being reviewed for promotion must have external review letters in accordance with University Regulation 5-803.</p>	<p>Evaluation of research effectiveness must include an average of at least one essential and one supporting example per year as illustrated below:</p> <p>Essential³ Examples Can Include:</p> <ol style="list-style-type: none"> 1. Candidate has an average of one peer reviewed publication per year: e.g., research and professional journal articles (mix of top, mid-tier, and regional journals). 2. Candidate has scholarly books, edited volumes⁴, and chapters in edited volumes in one’s research field (those that undergo a critical assessment). 3. Candidate is a PI or Co-PI on competitive, local/state/national/international funded grant proposals (e.g., Ellbogen, Lantz grants, etc.). <p>Supporting Examples Can Include:</p> <ol style="list-style-type: none"> 1. Candidate has refereed/invited conference presentations (includes discussant) and conference proceedings. 2. Candidate has books, test reviews, major reports, etc. 3. Candidate is a non-PI on a college/university grant(s). 	<p>Exceeding expectations for candidate seeking early tenure and/or promotion must include a combination of concrete examples of the following research accomplishments at each rank. Items in the first column to the left in addition to a combination of the following:</p> <ol style="list-style-type: none"> 1. Candidate is PI or Co-PI on prestigious grants (i.e., NSF, IES, Spencer, etc.). 2. Candidate has top tier, or equivalent, journals within and/or in related fields. 3. Candidate has local/state/national/international grants (e.g., Ellbogen, Lantz grants, etc.). 4. Candidate has an average of 3 essential examples per year at a given level. 5. Candidate must make a case for what counts as ‘impact’ for scholarship. For example, blogs with huge number of followers, journals with extensive national and international readerships, the creation of documents that have extensive state, national, and/or international impact, etc. count as significant.

³ The order of authorship matters. Candidate has a mix of first or second authorship on at least one essential example at each rank (assistant, associate, full)

⁴ If editors of books also write chapters in their edited books, both count towards Tenure and Promotion.

	<ol style="list-style-type: none"> 4. Candidate has creative contributions (see UW Reg 5-803 for working definition of creative contributions and evaluation guidelines). 5. Candidate has conducted external reviews for colleagues seeking tenure and promotion at other institutions. 6. Candidate is editor or co-editor for a journal or other publication. 7. Candidate has invited manuscripts in peer-reviewed publications. 8. Candidate has evaluation reports and other research projects that have potential to lead to publication. 9. Candidate has forms of modern scholarship such as open access journals, blogs, school-based curriculum materials, published tests, protocols, assessments, monographs, etc. 10. Candidate has been a consultant on a grant. 	
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Reappointment, Tenure, and Promotion to Associate Professor

An established, ongoing, refereed scholarly record with both essential and supporting productivity activities annually is required for reappointment, tenure and promotion to Associate Professor, as described above. Research productivity is evaluated over time. A refereed publication record is required for tenure and promotion. Additionally, a candidate can provide documentation of a mix of scholarly accomplishments. That mix may include grants, scholarly books and edited volumes that go through a critical assessment process, as well as contributions to edited volumes, and manuscripts in refereed journals. As well, candidate must provide evidence of solo, first or second authorship across their record of publications for each review period. Please see Table 2.

Evidence of a growing national/international reputation in research dissemination must be a part of the candidate’s record as outlined in Table 2. The process of external review is designed to assess the impact of a faculty member’s work in her/his foci of study. When a candidate comes up for tenure and promotion, selections from a candidate’s record are sent to recognized scholars in appropriate fields of expertise for external review. It is the candidate’s responsibility to demonstrate the connections between scholarship and area of expertise. Assessments of a candidate’s scholarly contribution to the field by these external reviewers provide guidance and objectivity to reach an informed decision regarding the candidate’s tenure and promotion decision.

Promotion to Full Professor

The promotion to the rank of full professor is not a reward for longevity or time served in rank. Beyond expectations for tenure track faculty, professors are expected to provide academic leadership in which they 1) are recognized nationally/internationally for a body of work reflecting long-term scholarship, 2) demonstrate superior capacity for direction of graduate study and research, and 3) take an active role in mentoring untenured faculty in their research efforts. Additionally, leadership may include journal editing or governance, leadership in professional organizations that support and disseminate research, or taking on the role as public intellectual through newspaper columns, interviews, blogs, and other contributions to the public discourse. Promotion to full professor requires strong performance in all areas of one’s job description. It is

not sufficient to provide service just to a given field; candidates seeking promotion to full professor should demonstrate citizenship within their college and university.

Post-tenure Review

In keeping with University of Wyoming policy, faculty members are subject to review every three years. Professors must maintain the standards of scholarship associated with their rank. If professors fail to meet the research standards specified in this document, adjustments in the job description or other steps may be taken.

SERVICE AND ADVISING

This section outlines service expectations for College of Education faculty members and should be used to interpret and evaluate individuals' job descriptions. The term *service* implies that faculty as university citizens actively participate in advancing the interests of degree, certificate, and endorsement programs, the department, the college, and the university for the benefit of the institution, the profession, the students, and the community. A faculty member's participation in the governance of the department, service to the college and university, and service to professional organizations and communities related to the faculty member's teaching and research enhances the faculty member's professional standing and brings recognition to the department, the college, and the university. Advising is an integral part of service and essential to the teaching and learning mission of our college and university. Service is recognized as a significant contribution by faculty and is considered during tenure and post-tenure review years. Percentages on service may vary depending on the service requirements in each faculty member's job description.

Table 3

Expectations and Documentation: Table is based on 10% Service Load (Including Advising)

Expectations:	Documentation⁵ that Meets Expectations:	Documentation that Exceeds Expectations:
<p>Service to the department, college, university, community, and profession is an integral component of a candidate's professional obligation. Active participation and presence are expected for all service responsibilities.</p> <p>Advising is an additional area of service that is expected of all faculty. Advising encompasses knowledge and decision-making related to the selection of academic programs, curriculum, and courses in keeping with the student's life and career goals. Advising includes mentoring and supporting students in a variety of ways specific to their development level, e.g. serving as a</p>	<p>Service: Service to the institution should include (but is not limited to) a combination of the following:</p> <ol style="list-style-type: none"> 1. Candidate actively participates in department, college, university committees or other affiliated academic units university wide. 2. Candidate actively participates in the administration, leadership and governance of the institution. 3. Candidate actively participates in program and curricular development. 4. Candidate actively contributes to student activities, such as serving as the faculty advisor to a recognized student organization. 	<p>Exceeding expectations for candidate seeking early tenure and/or promotion must include a combination of three concrete examples in each major area: Service to the institution, profession, and community at each rank. (See column to the left.)</p> <p>Exceeding expectations must include a combination of concrete examples of the following advising accomplishments:</p> <ol style="list-style-type: none"> 1. Regardless of field, those seeking promotion to full professor must have successfully chaired and completed work with at least three doctoral students and at least eight masters students. 2. Regardless of field, faculty must effectively (documented by

⁵ Documentation of service should address the complexity, magnitude, and duration of the service provided. Documentation may include self-evaluation in the faculty member's narrative, department chair and/or department faculty evaluation, letters of acknowledgement from community leaders for public service, and commendations of faculty, colleagues, and/or university leaders addressing service activities.

<p>member of a student’s graduate committee or including the student as a member of a research team. Faculty members are expectation to accept and seek opportunities to advise graduate students.</p>	<p>Service to the profession should include (but is not limited to) a combination of the following:</p> <ol style="list-style-type: none"> 5. Candidate actively provides service to professional organizations as a reviewer of manuscripts or proposals. 6. Candidate actively provides service as an elected officer or member in a state, national, or international professional society that recognizes excellence within the field. 7. Candidate actively provides service to a professional organization as a committee member or committee chair. 8. Candidate actively provides service on an editorial board or as a reviewer with an academic publishing house or academic journal. 9. Candidate actively provides service as a reviewer for academic programs at other universities or colleges. <p>Service to the community should include (but is not limited to) a combination of the following:</p> <ol style="list-style-type: none"> 10. Candidate actively participates in outreach in educational communities and training programs within the state and the field. 11. Candidate actively engages in service in community or state-wide boards (e.g., Wyoming Humanities Council, the Laramie Plains Civic Center). 12. Candidate actively engages in consulting activities for community or government organizations. <p>Advising: Evaluation of advising effectiveness must include the requirements below:</p> <ol style="list-style-type: none"> 1. Regardless of field, those seeking promotion to full professor must have successfully chaired and completed work with at least one doctoral student and at least three masters students⁶. 2. Regardless of field, faculty must effectively (documented by committee chair) serve as a committee member on at least three doctoral committees and seven masters committees. 3. Faculty help students develop sound educational plans based on their abilities and interests, set meaningful goals, and assume responsibility to 	<p>committee chair) serve as a committee member on more than eight doctoral committees and more than 15 masters committees.</p> <ol style="list-style-type: none"> 3. Faculty must successfully engage in advising items 1 through 3 in the middle column of Table 3.
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⁶ Some program areas include mostly undergraduate work. If faculty members have worked primarily with undergraduate students in their program area, they must make a written argument for lower numbers with respect to graduate advising.

	meet the goals within the program's degree requirements.	
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Reappointment, Tenure, Promotion to Associate Professor

To achieve tenure and promotion to associate professor or extended term and promotion to associate lecturer, faculty members must demonstrate a sustainable service record that indicates active participation and responsibility. This record typically consists of some combination of service to the institution, profession and community, including membership on department, college, and university committees, program and curriculum development, faculty advisor for student organizations and service to a professional organization (see options above). In some cases faculty provide community service through outreach and training in P-12 settings or through membership on local or state boards and committees, and non-profit organizations, agencies.

Tenured faculty members and associate lecturers in the College of Education must provide evidence of service at the department, college, and university levels. It is also expected that tenured faculty and associate lecturers will continue to engage fully in advising, program improvement efforts and work well as productive team members in those efforts. Furthermore, when enacting service opportunities it is expected that faculty will fulfill these commitments reliably and with excellence.

Promotion to Full Professor

To achieve full professor status, faculty members must demonstrate an ongoing and consistent record of commitment to service. This commitment must include documentation of service in a leadership capacity including chairing committees at the college and university levels and taking on more time-intensive service commitment in a regional, state-wide, national, or international level.

Leadership within the college and university must be demonstrated as a tenured, senior faculty member. Those who desire to be promoted to the rank of full professor at UW must present a record of consistent, active, and engaged service and leadership in their program(s), school, the college, and the university.

Full professors and senior lecturers in the College of Education must provide evidence of service at the college and university levels; they must also provide evidence of active leadership at the college and university levels. Full professors and senior lecturers will continue to engage fully in program improvement efforts and work well as productive team members in those efforts. Furthermore, when enacting service and leadership opportunities it is expected that senior tenured faculty and senior lecturers will fulfill these commitments reliably and with excellence.

Post-Tenure Review

In post-tenure review, full and associate professors will be evaluated every three years on the quality and quantity of their service contributions. Professors are expected to maintain a consistent record of ongoing service work commensurate with the percentage of service defined in the job description. Faculty are expected to maintain a consistent record of ongoing, competent advising work commensurate with the information presented in Table 3.

PROFESSIONAL DEVELOPMENT

The job description for lecturers of all ranks requires professional development, which is

defined here as engaging in activities as a participant or facilitator to promote professional growth and improvement to enhance the ability to accomplish teaching responsibilities. Professional development should be a focused, sustained effort designed to meet established goals. A faculty member’s professional development agenda should be documented for promotion and extended term. Examples of activities include service, scholarship, administration, continuing education, mentorship, internal/external funding, and curriculum development. Professional development also includes the facilitation, outreach, and training in P-12 settings or organizations and agencies related to the candidate’s field.

Table 4

Expectations and Documentation: Table is based on 12.5% professional development load

Expectations:	Documentation that Meets Expectations:	Documentation that Exceeds Expectations:
<p>All Lecturers must engage in professional development activities that improve performance in other aspects of the job description. Professional development can be unique to the individual and can occur at the local, regional, national, or international levels.</p>	<p>A record of professional development should demonstrate consistent engagement each year. Evaluation of professional development may include (but is not limited to) the following:</p> <ol style="list-style-type: none"> 1. Design, development, and oversight of curriculum in programs and courses. 2. Participation in continuing education, coursework, workshops, and conferences that contribute to improvement of job performance in teaching. 3. Participation in the solicitation or administration of external funding to support teaching initiatives. 4. Mentorship of students, other lecturers, or faculty. 5. Involvement in interdisciplinary teaching efforts or collaboration with other university departments or community colleges. 6. Scholarship related to teaching and learning and resulting publications and presentations. 7. Active participation and leadership in education-related professional organizations. 8. Administrative or leadership responsibilities related to the faculty member’s program area or job description. 9. Service to the department, college, university, community, and profession. 	<p>Exceeding expectations for a candidate seeking early promotion and/or extended term should include 3 or more activities per year. Some, but not all, examples are included in the column to the left.</p>

Promotion to Associate Lecturer or Senior Lecturer

To achieve extended term and promotion to associate or senior lecturer, faculty members must demonstrate a sustainable professional development agenda. This record typically consists of a combination of professional development that can include service, scholarship, administration, continuing education, mentorship, extramural funding, and curriculum

development. In addition, professional development includes the facilitation, outreach, and training in P-12 settings or organizations and agencies related to the candidate's field.

MOVING FORWARD WITH THIS REVISED DOCUMENT

The 2020 College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines apply to all new faculty hired subsequent to the date of the adoption by the faculty according to the Bylaws of the College of Education.

Those faculty members hired prior to the date of the adoption of the 2020 College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines may elect to go up for tenure or promotion under either the 2012 or the 2020 guidelines. If faculty members who were hired before 2012 are seeking promotion to Full Professor, reviewers will examine their record from associate to full under their choice of (2020 or 2012) guidelines since their record from assistant to associate was examined under previous Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines. These candidates hired prior to the date of the adoption of the 2020 College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines must declare at the time of application for promotion or tenure which of the College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines they are electing to use, 2012 or 2020. Once determined, the faculty member will be held to the choice of the 2012 or 2020 College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines until the promotion or tenure application is awarded. Once promoted the faculty member must adhere to the 2020 College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines

APPENDIX – NARRATIVE STATEMENT FOR T&P PACKETS

The College of Education faculty recognizes the critical role reflection plays in our practice, offering each of us the opportunity to consider accomplishments and areas for improvement as we move toward career goals. To encourage this practice, faculty members and lecturers who are coming forward for reappointment, promotion, or tenure are expected to provide a self-statement (referred to as a narrative), to be placed in their reappointment case. The purpose of the self-statement is not to repeat information found in one's vita or reappointment case, but rather to reflect conceptually on the activities of the previous years in all areas of the job description. The self-statement can be the length needed to put forward these reflections. Faculty should ensure the self-statement is clearly written, carefully edited, professional, and concise; it must address each component of one's job description.

Reflections on **teaching** should include teaching goals and a discussion of the manner in which one is striving to achieve those teaching goals. This might include a discussion of changes that have been made to courses taught and a reflection on how such changes add to the nature and success of these courses; alterations that have been made to courses in response to concerns expressed by students, department heads, or peer reviewers in the previous years' reviews; revisions to assessments; and plans for development or refinement of courses in the coming years. In addition, faculty members are expected to evaluate teaching goals based on the previous submissions of the packet and to provide teaching goals for the following year. Faculty should also explain any course reductions or special projects being conducted in lieu of teaching.

Reflections on **research** should include a clearly defined and articulated research agenda that is related to one's discipline. If the research agenda has two strands, the strands should be intertwined under one clear area of focus. One might include a discussion of how publications, presentations, grant work, and other research contribute to an increasingly focused research agenda; responses to comments in the previous years' reviews about the nature and content of previous research; and works-in-progress including plans for research presentations and publications in future years that enhance a faculty member's identified research agenda. Faculty should also speak to impact of research on their field. Overall, reflections on research should include reflection on the following elements of a research record: quantity, quality, leadership, trajectory, and impact.

Reflections on **service** should not simply list service activities, but reflect on how these activities enrich and support personal teaching and research, as well as department, college, and university needs. One should speak to their responsibilities and accomplishments in various service activities. This section should help the reader get a sense of one's individual growth in contributing to one's community and discipline over time, as well as document what one contributed.

Reflections on **advising** should not simply list names, but rather, the ways working with graduate students enrich teaching, research, and/or professional development. One should highlight exceptional accomplishments of graduates. In addition, faculty should describe how they mentor colleagues and students as well as how these activities contribute to the continued success of programs, departments, the college, and/or the university.

Reflections on **professional development** (for lecturers) should describe and reflect on how various professional development activities support growth in teaching, service, and advising in the academic professional's position. In short, one should discuss specifically how professional development-related work informs teaching goals. One should speak to their responsibilities and accomplishments in various professional development activities. One should

also include professional development goals for the coming year as well as an evaluation of the previous goals.

In the tenure and/or promotion year the self-statement should concisely and precisely synthesize the effort of previous years to help colleagues understand how the work of previous years has resulted in productivity in all areas of one's job description. Colleagues should be able to see how efforts in all areas of one's job description have created a clear career trajectory with increasingly accomplished results in all areas.

Faculty members are responsible to study and use the most updated requirements and guidelines from UW Academic Affairs in their documentation.