

UNIVERSITY OF WYOMING

The task of the university is the creation of the future,
so far as rational thought, and civilized modes of appreciation,
can affect the issue. Alfred North Whitehead

Pythian Papers on Academic Careers

Best Practices for

PROMOTION TO FULL PROFESSOR: PHILOSOPHY, STANDARDS, STRATEGIES, AND BEST PRACTICES FOR CANDIDATES

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PROMOTION TO FULL PROFESSOR: PHILOSOPHY, STANDARDS, STRATEGIES, AND BEST PRACTICES FOR CANDIDATES

Strong full professors are essential to the effective functioning, the quality, the reputation, and the wider relevance of the complex system that is a university. Healthy departments, colleges, and universities depend on a robust mix of collegial faculty. We value assistant professors, who bring freshness and the potential to develop and recreate the institution over a long career; associate professors, who are seasoned scholar teachers with an expanding university vision, and who thus provide a reliable core; and full professors, who manifest excellence in the attributes that define a university faculty, as well as ongoing strength in all areas of responsibility. In this mix, full professors serve as disciplinary and institutional leaders. The University of Wyoming aims to cultivate such a community by hiring faculty with the promise to be the best, encouraging them toward tenure, supporting them through the associate rank, challenging them toward full professorship, and drawing on their mature professorial expertise to shape the university.

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Full professors serve as disciplinary and institutional leaders.

UW's practice is to hire faculty members whose professional records indicate the promise to become full professors. The university shows its commitment to this principle by maintaining no quotas for tenure or for promotion from associate to full professor and by insisting upon no specific schedule for the latter promotion: the readiness is all.

For promotion to full professor, the readiness is all.

This document aims to guide faculty in mapping out their long-term careers at the University of Wyoming. It focuses on the philosophy that underpins full professorship; the nature of the professorial role; and the strategies and practices that best support tenured faculty as they aim for promotion to full professor. Because a variety of circumstances can change the trajectory toward promotion, the document also addresses strategies for getting back on track toward promotion after an interruption, and strategies for maintaining a robust and meaningful faculty career as an associate professor.

The process that produced this document included extensive consultation with faculty at all stages in their careers; consideration of department, college, and university philosophies, policies, and practices; comparison with other universities; and review of the Harvard COACHE survey concerning junior faculty at this and other institutions.* Specific criteria on scholarship, its development, dissemination, and application, as well as the nature, level, and distribution of teaching, are the province of academic units. Such matters can be difficult to quantify given the expansive and creative quality of the maturing faculty career—strong candidates for promotion to professor are often those who are changing a field and its expectations and pedagogies. However, academic units should develop and be able to communicate to candidates a clear understanding of their disciplinary philosophy and criteria for promotion. Those philosophies and criteria should reflect the university's commitment to uniformly high standards for promotion. Units' different responsibilities may change the flavor, but not the nature or the quality, of what constitutes the strength and excellence of a full professor.

What is a Research University? The research university is first and foremost an integrated system revolving around the generation, critical evaluation, and communication of knowledge. *Dissemination* of knowledge is, of course, at the core of any university's mission. At a research university, the mandate to disseminate knowledge is tightly bound to *exploration and discovery*. *Integration* is key: faculty discover, develop, and create knowledge, perspectives, or art that they disseminate to disciplinary peers,

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*COACHE stands for Collaborative on Academic Careers in Higher Education. For UW survey results, see <http://www.uwyo.edu/acadaffairs/coache/default.asp>, retrieved 2 October 2010.

students, and external constituents, and those communities build on and away from their work. There are no distinct boundaries between teaching, research, creative activities, public service, and the self-governance required to make these contributions thrive. Instead, the dimensions of a faculty career intermesh, producing a cascade of knowledge from the very frontiers to the most elementary levels of the baccalaureate curriculum. Another core principle

The advancing university depends on rigorous peer review by colleagues with national and international standing.

of the academy is *peer review*: discovery and creation are continually subject to scrutiny and assessment by experts. Characteristic of research universities is their insistence on peer review at the most rigorous levels, including by outside referees whose standing is national or international in scope.

Discovery, dissemination, integration, and peer review propel the university forward: what we researched yesterday we teach today, and build upon tomorrow, at the highest levels of refinement we can achieve. Every level of faculty work in some way includes the development and also the dissemination and application of new knowledge. Whether we work as artists, challenging undergraduates with the new and presenting our work to the public; as research scholars, pushing the boundaries of what is known and cultivating graduate students as partners and future leaders in spin-off fields; as extension scientists, developing knowledge from local data for Wyoming citizens and communities to apply but with national or international ramifications—the list can go on and on through every discipline, college, and constituency of the university—we share this crucial set of responsibilities. No matter the level of our students or where they are located, we work to advance knowledge and communicate that knowledge in ways that change our discipline and the wider world.

What is a Full Professor? Full professors manifest this integrated, peer-reviewed intellectual life *par excellence*. They model it for the discipline, the institution, and the society it serves. And they work with their colleagues so that they too can become disciplinary, educational, and institutional leaders, making the university ever new—and therefore, in the truest sense of the term, a university.

Full professors model the integrated, peer-reviewed intellectual life for the discipline, and for the institution and the society it serves.

Full professors make an impact through their research, teaching, and service, and in other less quantifiable ways. In research, full professors have the opportunity to be flexible and exploratory, thus their work at its best pursues the big questions, and develops game-changing ideas. As teachers, full professors should be already thoroughly seasoned. Their experience and versatility give them a base from which to innovate—to explore different methods and modes for the most effective teaching across the spectrum of their curriculum, and to seek out and model the teaching for new audiences within and beyond the university. Effective service at the full professor level takes a wide range of forms: thoroughly grounded in their discipline, with extensive institutional knowledge, and the wisdom and flexibility of experience, full professors should have the capacity and willingness to serve, at least from time to time, as contributors to college- and university-level governance, as leaders in their discipline's professional societies, as department heads, and possibly as higher-level academic administrators. Faculty governance is a central tenet of the academy, and the capacity and willingness of full professors to fulfill such roles is essential to this principle's viability. Full professors may also be public intellectuals for the state or a wider audience, serving as ambassadors for their discipline, for higher education, and for all of us who together make up the University of Wyoming. With all their experience, and the increased funding and research possibilities that can come with an energetic full professorship, they create opportunity for the university community, from the freshest undergraduate, to the long-term colleague. To balance and fulfill their various roles, the full professor must be capable of inventive and effective leadership, but also of difficult and wise choices, with the human skills needed to implement their ideas collegially and effectively.

Full professors create opportunity for the university community.

A full professor is collegial, capable of difficult but wise decisions.

It is possible that a full professor will emphasize one aspect of a faculty career post-promotion—as an outstanding researcher, an administrator, or a mentor teacher. But professors do so not by isolating themselves from any of these dimensions of faculty experience nor, we hope, in a static way but springing

from the full range of faculty abilities demonstrated and acknowledged at the time of their promotion. Full professors, that is to say, enact the big picture, understand it, and fulfill leadership roles within it. They are a unique engine for the university as a whole.

It is important to note that the university invests in its professors, and it gets a lot back from them. Full professors make opportunity for everyone. Still, maintaining their role demands UW's continued investment of time and resources.

Full professors enact the big picture, understand it, and fulfill leadership roles within it.

Senior faculty members earn our further commitment because full professorial status is not easy to achieve. Moreover, full professors now hold a hard and challenging job—not one, ultimately, suited to every faculty member. Once achieved, however, it is fulfilling, stimulating, and full of possibility for themselves and for the University of Wyoming.

The Trajectory Toward Full Professorship. Faculty paths toward promotion are necessarily unique. We are employed and tenured at a university because of our work's quality and promise, but also because of its originality. So there is no precisely replicable pathway toward full professorship. Furthermore, since readiness is the key factor in this promotion, there is no schedule that can work or should be applied for everyone. Nonetheless there are principles to bear in mind and strategies that can be deployed to help you map out your own track, move along it, and meet your goals.

Readiness is key. There is no schedule for promotion that fits all.

This document necessarily addresses each element of faculty responsibility in isolation. Yet it cannot be emphasized enough that research, teaching, and service truly constitute a triad of interconnected responsibilities—and opportunities. Though

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they may take different forms according to our various disciplines, they must all be operative, visible, and successful to make a strong case for promotion to full professor. In the strongest cases, they are well integrated, working together. It is further important to realize that unlike candidacy for associate professor, candidacy for full professor is often a matter of negotiation about timing and readiness. Because there is no clock, when they feel ready to go forward, candidates discuss with colleagues and department heads whether each aspect of their packet is adequately robust to suggest likely success.

Teaching, research, and service all must be operative, visible, and successful.

Associate professors may choose not to initiate formal candidacy until their packet is strong in all its aspects. Similarly, a candidate may withdraw before the end of the promotion process. And even if promotion is denied, that simply means it is deferred until the candidate is thoroughly ready. For those of us pondering promotion, this part of the process can seem confusing—especially since it is often invisible unless you are the candidate or directly involved in the case. Discussions with Academic Affairs, deans, and department heads across the university confirm, however, what we might infer from the university regulations on promotion: nearly every year some candidacies are deferred. They are deferred for reasons that run the gamut, including the need to develop a genuinely national and international research profile; the need to demonstrate strength, not just adequacy, in teaching; the need to learn, participate in, and contribute to department and university culture (service and collegiality both apply here). That is, at the point of candidacy for full professorship, both the candidate and the university aim to live up to our vision of what the university is at its best.

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Your Scholarly Career. Scholarship leads this triad because it is the piece on which the others are built, NOT because it is the only factor, or even the trump card, in a university career. From the newest undergraduate to the Nobel laureate, all of us at the University of Wyoming are part of an intellectual community devoted to developing knowledge as a generator for future achievement. The successful research career keeps to the fore its knowledge, methods, and discoveries, and also its

Scholarship is the piece on which everything else is built.

Professorial-level scholarship is appreciated nationally and internationally for its difference, importance, and impact.

relevance, why it matters, and to whom.

Scholarly research is vastly different between one academic unit and another across the university. But work with professorial promise shares some features: it is thoroughly grounded in its discipline or disciplines; it is innovative; it has leadership potential in the field; it is well known and appreciated in the field both nationally and internationally for its difference, importance, and impact. There are some straightforward ways to develop these features in your work.

- Use the discipline, not your department, as your standard. That way, you are always moving forward and helping your department to advance also. Keeping your eye on what your department could be has a further advantage: you won't be left behind should your department advance itself.
- Be innovative. Research and scholarship simply to meet the requirements of promotion, adding up publications as volume rather than quality, is not likely to make a successful promotion case (just as it was unlikely to be helpful at tenure time). Associate professors have secure employment and the opportunity that comes with it. That is to say, everything ramps up after tenure. So go for the big ideas that can make a real difference to the field, and fulfill your promise. Innovation will, along the way, make your national and international reputation—and vigorously engaging in the national or international scholarly debate itself helps to boost intellectual contributions to this level.
- Be versatile. Know your research area and its possibilities well enough to be able to shift emphasis and continue to move forward should the unexpected happen, either negative (a lab burn down; a research topic prove minor; or the field change direction) or positive (a collaboration arise; a grant come through; a government initiative materialize). This is also a virtue in itself, for having more than one perspective can generate innovation. Often the most fertile grounds for intellectual breadth lie at the boundaries between traditional academic departments. Even for assistant professors, the benefits of cultivating some interdisciplinary tastes often far outweigh the risks. For associate professors, the risks are few, and the opportunities at UW are plentiful.
- It may be that as your career progresses your interest turns toward the scholarship of teaching. This is an important contribution to the intellectual community. Such work can shade over into research when it moves beyond the textbook, and performs an intervention in the idea of pedagogy for a field. It is important to note that there is a huge difference between reflecting upon one's own teaching, which we all must do, and thinking deeply, in a way that impacts one's peers, about the structural connections between one's discipline and how students learn it. Only the latter can effectively support the research aspect of your candidacy for promotion.
- If your field is collaborative, strive to make a substantial contribution to endeavors that bear your name. Where research outcomes depend on the accumulated work of many colleagues, what matters is the quality of your part, its innovation, and its crucial contribution to the shared project.
- If your field typically is funded by grants, be sure that you compete well. However remember that getting the grant is only one step, even though, through the peer review process, it demonstrates your project's relevance and likely quality, and suggests your stature. What really matters about a grant is the work accomplished with it.
- Expand your intellectual community: specifically, seek out the appropriate disciplinary or interdisciplinary community for your innovative work. These are the people, inside and outside the institution, who should not just appreciate your research, but be keen to help you develop it. They will also then know you and be able to speak to your impact at promotion time. For full professorship, if you are truly a scholar of national and international stature, your readers will not be seeing your work for the first time.
- Connect to your UW colleagues through presentations, collaborations, etc. Your research really matters within your UW community. It can stimulate us all to think differently; it can integrate with your colleagues' work to develop the intellectual community as a whole. And as a simple fact, your colleagues have to know about your work to help you develop it toward promotion, and to

evaluate it at promotion time.

- Remember that those you teach are part of your intellectual community. Indeed, it is your responsibility to build your students, and particularly your graduate students (up to the highest level your department teaches), into that community. The intellectual community is all about sharing and building. Our best full professors are those who know this and act on it at all levels.

Develop a Research Portfolio. You are aiming to develop a research career. Such a career can be represented at promotion time by a constellation of achievements. Make sure that your portfolio fully manifests the extent of your scholarly life. It can thus include more than your publications and conference presentations.

A research career shows a constellation of achievements.

- Include all your published research (i.e. published according to the modes recognized in your discipline).
- Explain your scholarly collaborations and your specific contribution in important cases.
- Indicate student accomplishments.
- Link grants and awards to scholarly productivity.
- Showcase your membership on crucial boards and advisory committees, linking it to your scholarship and its recognition beyond the university.

Can a UW faculty member get promoted to the rank of professor on the basis of scholarship or creative activities alone? The short answer is “No.”

Promotion to UW’s highest academic rank requires evidence of strong performance in all aspects of one’s job description. A world-renowned faculty researcher who cannot be troubled to serve as a role model for effective, versatile teaching belongs either in a different type of position or in a different type of institution. UW is large enough to accommodate a wide spectrum of job descriptions and a mix of relative professional strengths, but it is too small to harbor among the ranks of full professors scholars who exhibit a low level of commitment to teaching our students.

No UW faculty member can get promoted to full professor for scholarship or creative activities alone.

Your Teaching Career. At the university, our most direct professional responsibility is to share knowledge with our students, whatever their level, and whether they be on or off campus, taught in traditional classrooms, via distance

It is crucial to share our knowledge with students, whoever they might be, and wherever they are.

technologies, during study abroad, in clinical settings, or in extension consultations around the state. In order to become tenured, we have all demonstrated sustained quality as teachers in the modes appropriate to our discipline. Strong teaching continues to be a requirement for all faculty, in whichever discipline, as we progress through our careers. And this is another area where, having got into gear, we now ratchet it up. Perhaps the best way for imagining professorial-level teaching is to see it as cultivating independent study and research ability in others. Our impact as successful teachers depends on how we enable others to make a further impact later.

Faculty teaching often is not adequately represented or celebrated at promotion time. Too often, it is assessed *pro forma*, and only through student evaluations or the occasional class visit, even though it plays a substantial part in promotion decisions. Inadequate and even mediocre teaching is a distinct counter-indication for promotion, and candidacies can be deferred for some considerable time if teaching is not at least committed, strong, and effective over a substantial range of courses. *There have been cases at UW in which strong scholars postponed their own promotion cases in response to critical peer evaluations of their teaching.*

It is to a candidate’s advantage to develop and to showcase teaching, for although teaching is but one aspect of a promotion packet, and innovative classroom materials typically derive from research, teaching is

where what we do becomes meaningful to the next generation. There are logical steps to develop strong teaching, and have it appropriately valued at the time of promotion.

- Teach creatively, in a wide range of courses. Such teaching indicates that you possess intellectual versatility and that your research is indeed an engine for innovative classes. It shows that you think your work is worth communicating with and relevant to the students who will make the next generation of scholars; that you are keen to share it, and excite others about your discipline; that you take all students seriously. It clearly demonstrates your contribution to the education project of the university.
 - Teach at the highest level offered in your department. In departments that offer or participate in graduate programs, strong contributions to graduate education are a characteristic feature of successful cases for promotion to the rank of professor. Teaching at this level demonstrates the most direct nexus between your scholarly work and your teaching, and it establishes your role as a generator not just for knowledge, but also for other people's work. If your department or program lacks a Ph.D., or even a master's program, you should still strive to demonstrate commitment to and experience in working with advanced students. At UW, and elsewhere through your national research reputation and connections, strive to serve as an outside member on doctoral committees. Accept opportunities to lecture and give short seminars elsewhere.
 - Teach at all of the various levels addressed by your department. For instance, teaching at the introductory level is both essential to student success later, and to recruitment to your discipline. The most seasoned faculty can make a substantial contribution to our academic community here, and such a contribution indicates your commitment, your reliability as a department member, and your versatility.
 - Teach in a wide range of venues. At UW we teach for credit and in less formal settings, in lecture and seminar format, in labs and studios, by distance modalities through the Outreach School including video conferencing and online, in public settings, in the London Semester, and so on. Not every venue suits every discipline. But teaching in the range of venues appropriate to your discipline, and experimenting in new venues, speaks to the liveliness of your teaching, and your commitment to the variety of UW students.
 - Serve as a mentor to students. Your undergraduate and graduate students today have the potential to accomplish all sorts of things, not least to become university faculty in the future—and even better than those of us who teach them, because that is the nature of the ever-advancing university. Our role is therefore not so much to fill students up with all we know, or to lament that they don't know things quite as we know them, but to open doors through which they may advance to new and different possibilities. Cultivate your students as stewards of the discipline, its potential, and its ethics in and beyond the university. Support them to perform in student, honors, and disciplinary conferences, putting them on track not just for a degree, but for future opportunity, and perhaps for a career.
- Faculty open doors through which students may advance.
- Serve as a mentor to faculty. By now, you are an experienced faculty member. One of the things you have an ability to teach is how to teach successfully given difficult subjects, occasionally hostile students, etc. Teach the teachers in your department or through the Ellbogen Center, and build your profile as a teaching asset for the department and the university.
 - Be a curricular leader. Courses and curricula are not written in stone; in fact, they change as a result of disciplinary advancements, some shaped by our own research. They also change as we study and assess their outcomes. The university especially values those who take a leadership role in formulating what makes up a university or disciplinary education. This can be a rough road—curricular change is always difficult. But you can inform yourself and thus your department by participating in your discipline's conversations about pedagogy, and the institution's conversations about outcomes and assessment. You can serve on relevant Faculty Senate committees such as Academic Planning, University Studies, the Library Council, or the Graduate

Council. A candidate's awareness of and thoughtful contribution to curricular change is an important indicator of commitment to our students and to our teaching mission.

- Demonstrate your thinking on teaching through writing. Textbooks and articles on pedagogy give evidence of your committed and thoughtful approach to teaching.

If your teaching accomplishments are to play a full part in your promotion packet, as they should, they must be visible. Some colleges have established practices to this end. The following make for an informative packet:

Your teaching accomplishments must be visible.

Develop a Teaching Portfolio. This should give evidence of your UW teaching, your aims for that teaching, and its standard UW assessment.

All promotion packets include:

- UW Student Evaluations. A strong packet evaluates every course, and includes courses taught as overload or off campus.
- Your syllabi. Effective syllabi foreground a course's aims, methods, and outcomes, and bear in mind students' varied needs and purposes, as well as their modes of learning.
- Peer evaluations of your teaching.

Some colleges add personal statements to explain the interests, commitments, and strategies that produce your successful teaching.

- You might explain a given course's successes, problems, and potentials. UW rewards reflective and self-aware teachers. Not every classroom venture is a success, but as capable faculty, we learn from the difficulties posed by new constituencies, unpredictable technology, inadequate student preparation, new materials, etc., and craft a more successful course the next time. If there has been a problem, how you recognize and address it may be the most important aspect of that class.
- Explain your teaching philosophy. Teaching is a major part of your academic life, and both you and your colleagues can benefit from thinking about your philosophy and best practices. What are you trying to do when you teach, why, and for whom? What motivates you? What constitutes success for you in a student's learning?

There is much more to a teaching career than is represented in even this, expanded portfolio. For an associate professor, teaching is likely to be varied, and not confined to the classroom. It is to your advantage to show how you teach in non-traditional modes, and to present your work from additional relevant perspectives. The following steps can yield important supporting information.

- Assemble data about your students' subsequent achievements.
- Invite additional faculty to observe your teaching, and evaluate it.
- Seek out collaborative teaching opportunities, and have your team teacher speak to your work with a class and in collaboration over a semester.
- Invite Ellbogen staff to observe your teaching, and evaluate it.
- Ask colleagues you have mentored to evaluate your helpfulness.
- If you have served in any non-traditional way as a teacher (running an honors program; giving talks round the state), make sure it is recorded and evaluated.
- If you have worked on outcomes and assessment for a given class—and by the time you are seeking promotion to the rank of professor you should have—document it here.
- With your department's cooperation, offer parts of this teaching packet for outside peer

review. Relevant materials might include new evaluations from students who have graduated (solicited by your department), your syllabi, and your self-evaluation or teaching philosophy. But bear in mind that outside readers typically comment on research. They may not have experience in evaluating teaching at an institution other than their own.

Can one get promoted to the rank of full professor on the basis of classroom teaching alone? Again, the short answer is “No.”

Promotion also requires demonstrated capacity for scholarly work, and service to the institution or discipline. In most disciplines, continued recognition as a research scholar is a necessary condition for the support of UW faculty colleagues and external referees alike.

No UW faculty member can get promoted to the rank of full professor for classroom teaching alone.

For some faculty members the contributions to teaching may be extraordinary enough to undergird a solid promotion case, even in the face of slender recent contributions to the refereed journal literature, few competitive grants, or other traditional hallmarks of scholarly excellence.

Among the types of accomplishment that may signal teaching at this level is the development of a nationally or internationally used textbook. In the best cases, such textbooks constitute scholarly work in their own right, weaving concepts from the frontiers into what eventually becomes settled curriculum. Pioneering methods of instruction, or the reinvention of curricula, that have had significant and documentable impact on other institutions' pedagogies and practices, are also relevant.

Still, a number of caveats highlight the risky nature of this as a primary strategy for pursuing a promotion:

- No number of textbooks and no amount of pedagogical innovation can substitute for mediocre teaching at UW.
- Textbooks offered as part of the research packet will not meet the standard if they are not driven by scholarship or by pedagogical research and if there is limited evidence of their impact.
- Only rarely do university reviewers outside one's department consider standards that are different from those that prevail among one's departmental peers.
- The standards for genuine excellence in teaching— not just competency—are the same as for research and creative activity: impact that is national or international in scope. The experience of most faculty members and trends in letters from external referees suggest that recognition at this level is much rarer and more difficult to attain in the teaching arena than it is in research.

Your Contribution in Service. The nature of service can vary considerably across the university and from person to person within a department. Yet there is no university-level career without some degree of service. Indeed, it is service that facilitates successful research and teaching in an intellectual community—for ourselves and for our colleagues. So the triad of responsibilities continues to apply here. Those who aspire to be full professors should be able to demonstrate that they share in shouldering the responsibilities of their department, college, university, or discipline. At the same time, just as with teaching and research, the issue is not quantity but quality, effectiveness, and impact.

There is no university-level career without service.

Ideally, we have all developed good, collegial service habits pre-tenure, and are already strong disciplinary and university citizens who help to advance our academic units, the university, and the discipline beyond the university. If your department has “protected” you from service thus far, they were not doing you a favor. As a strong researcher and teacher, you should be helping to lead the university; and you should care enough about our joint educational project so to do, at the level appropriate for someone of your capabilities. Here, a major encouragement might be that if you don't, someone else will. Moreover, when you are promoted to full professor, those tasks await. So it's time to show willingness, capacity, and leadership. What, then, constitutes “service,” for a potential full professor?

- Service to the discipline. As an associate professor, you are probably a faithful and well-known figure in your national body. Are there administrative responsibilities you can shoulder, such as secretary, chairperson, conference organizer, editor? These leading roles are often a pleasure, if we care about our discipline and its advancement.
- Service to the university. Seasoned associate professors are essential to the leadership of university committees, especially at the University of Wyoming where faculty governance is a long, established, and often robust tradition. Indeed, because the university changes by its very nature, we often ask colleagues to draw on the inspiration that drives their research and the facility at communication that makes them successful teachers to map out new ventures. If you are called, serve; if you are not called, volunteer. And do work that is memorable because it is well-informed, up-to-date, efficient, effective, and good.
- Service to the State. We have a unique connection with the state as its only four-year institution. The state supports us with its largest budgetary appropriation. It does not govern what we do, but it seeks to understand and to benefit from what we do. We can serve the State-University partnership through work with community colleges, schools, the Wyoming Councils for the Humanities and the Arts, Extension, distance education, Wyoming Public Radio, state boards and agencies. We might serve as legislative assistants, or through pro-bono legal work, and so on. All these ventures are highly valued by the university, and speak to a candidate's understanding not just of the University of Wyoming and the State, but of the larger relevance of our work, and of the project of Education, at its best.
- Administration. There are many substantial administrative roles that allow us to show our respect for, investment in, and vision for the educational project that is a university. These can range widely, supporting and leading our students, colleagues, and the institution in a myriad of ways. In committing to such leadership responsibilities, consider where your particular talents are most likely to make a productive difference, and how they can be usefully and efficiently deployed within your available time and your promotion schedule.

If you are called, serve; if you are not called, volunteer. And do work that is memorable because it is well-informed, up-to-date, efficient, effective, and good.

Develop a Service Portfolio. Service can provide an index for leadership potential—though it must be evaluated alongside teaching and research. It is in your interests to make sure that your service is strong, documented, and recognized. So when you are preparing your packet for promotion, ask those who have witnessed your strong service to speak to it in supporting letters. If there are documentable outcomes for your work, make sure they appear in your promotion packet.

Is it possible to get promoted to the rank of professor on the basis of service alone? Once again, the short answer is “No.”

Few are tempted to ask this question, except in cases where the service at issue consists of major administrative duties. The shortest, most reductionist statement of UW's policy here is that the university does not promote faculty members for administrative accomplishments *per se*.

No UW faculty member can get promoted to the rank of professor for service alone.

That said, it is necessary to point out a nuance: whatever their direct contributions to teaching and research may be, good academic administrators make significant and much appreciated indirect contributions to these arenas. They set priorities, craft persuasive visions, allocate resources, and establish reward structures that advance the curriculum, promote focused and high-level research and creative activity, and facilitate the hiring and retention of a highly capable faculty. These activities clearly are important to the teaching and research missions. If they were not, faculty members would not prefer so strongly that their department heads, deans, associate provosts, provost, and president come from the accomplished tiers of the professoriate. Thus, while “making the trains run on time” cannot suffice in and of itself for a promotion in

rank, no sound argument justifies leaving completely off-ledger the indirect but often institution-defining contributions that academic administrators make to teaching and research. They are part of the integrated career.

Your Career in Extension. Extension merits a separate section because it brings together our numerous and shared commitments to the university and state communities in a unique way. This section advises colleagues with an extension responsibility, but should inform us all as we evaluate one another for full professorship.

Faculty with extension appointments are required to emphasize particular aspects of their faculty career, and to do so for the federal-state partnership of Cooperative Extension mandated by the federal legislation that established the Land Grant Universities. Specific practices build a strong extension career.

Faculty with extension appointments emphasize particular aspects of their faculty career for the federal-state partnership.

- Extension contributions must be relevant to the needs of the state and region. To be successful, develop and cultivate a clientele; seek their feedback.
- Faculty with research-extension appointments should always seek to integrate their research and extension programs. Use issues and needs identified through extension interactions to drive your research agenda; use your research, integrated with others', to inform and bring originality to your extension program.
- Extension programs must be science based. It's the access the university offers through extension to objective state-of-the-art science that gives UW a unique and key role in the state as one of many providers of information and technical assistance.
- Be innovative. Innovation makes your work important in itself.
- Be flexible. Flexibility allows you to stay abreast of changing needs and evolving science—and to innovate.
- Seek out peer reviewed opportunities for presentation and publication of your innovative research. Successful innovative work, in circulation, brings recognition to your unique contributions and to your program.
- Develop exemplary programs and present your information and findings in regional and national fora. Your work will serve as a model for extension research and service in other states or regions. This will also garner recognition for your accomplishments.
- Collaborate with colleagues at UW and at other universities. Extension programs are almost always more relevant and effective when they integrate the knowledge of researchers with diverse experiences in different disciplines. Effective collaboration across state lines or at the national level demonstrates a high level of performance and impact.
- Seek national awards for your extension activities and programs. (The national agricultural science associations all have extension awards.)
- Seek federal grants for collaborative extension projects that address multi-state or regional problems.
- Demonstrate leadership. Your leadership role should increase as you move through the ranks. Leadership can be demonstrated by requests for your services by clientele, collaborators, other states' extension services, etc.; by your mentorship of peers and students (such as serving on graduate student committees); by your role as a collaborator and principal investigator on grant applications; by your service contributions at the college and the university levels; and by your professional service with your discipline or within the national extension community.
- Lead for yourself. In extension, every job is unique. Make sure your work is fully understood within your

In extension, every job is unique.

department and your college, and well explained in your promotion packet.

Caveats and Encouragements. On the one hand, teaching, research, and service are the aspects of an integrated career within the professoriate. In all likelihood, as a faculty member you have the energies and commitments that make the evolution of your research, teaching, and service to the leadership level a seamless and (relatively) angst-free process. On the other hand, the ways and means separated out above may make the task seem extensive. So now we offer some basic advice on managing to stay on track, with as little difficulty and as much enjoyment as possible.

- Think about the best full professors you have encountered (inside and outside your department and the university). Consider the behavior these colleagues exhibited that made them successful.

Hold as examples the best full professors you have encountered
- Think in terms of opportunity, flexibility, innovation, readiness.
- Talk to your colleagues, and your chair or head of department. Know what they are looking for in a full professor, and keep them informed about your many talents.
- Consult with your head of department about your job description. A job description sketches out our necessary responsibilities, but it is also a springboard for opportunity—job descriptions are really what we make of them. All faculty employment requires us to produce as scholar-teachers and members of the intellectual community, whatever the proportions listed on a job description. So we should beware of using the description reductively, merely checking the boxes. Still, it is worth confirming that immediately post-tenure, your job description as defined by your department is such that it allows your progress toward full professor. In speaking with your chair, you and they should understand how you will work your way to promotion given your job description. This is particularly important if you have cross-college responsibilities.

All faculty must contribute as scholar-teachers and members of the intellectual community, whatever the proportions listed on a job description.
- Develop your own schedule. No one will enforce a schedule upon you, post-tenure, except yourself. So if you wish to move ahead expeditiously, it is up to you to make and meet your goals. If life intervenes in the form of other opportunities or difficulties, adjust your schedule in sensible ways, but try not to take your eye off your goal.

No one will enforce a schedule upon you, post-tenure, except yourself.
- Know what choices you are making. Teaching, Research, and Service all will need your attention to develop your case for promotion. At the same time, you may take on an administrative appointment, take a temporary outside opportunity, or commit to extra teaching beyond your usual load. These all can be worthwhile and necessary choices. It is quite possible that they will enhance your promotion packet. But if you make them, take into account how they may negatively affect your time, schedule, and even the prospect of promotion. Depending on your area of research, it may be hard to get going again. And there may be knock-on effects. For instance, a lengthy or majority-time administrative appointment may interrupt or even permanently hobble your research career. That will prevent you from proceeding to administrative positions (if such is your desire) when they *de facto* require full professors.
- If you pause in your career progress—and sometimes we must for reasons not of our choosing, for instance, to address personal or family matters—consult with your department head, dean, and colleagues about how best to do it and, if you can see ahead, for how long. For instance, it may be best officially to step off the ‘promotion track’ for a short time. What will be required of you if you do? University employment at the faculty level presumes ongoing productivity. In your role as a university-level educator you will need to maintain some scholarly output and to continue with

teaching and service—just not with the volume and intensity that makes the case for promotion. This is the more important because when you are ready to return to the promotion track your ongoing engagement provides the base from which you will ramp up. So keep your eye on time; decide on a specific duration for your time off-track if that is possible; think about strategies for full reentry onto the promotion track.

- If you have paused in your progress, and want to get back on track for promotion, consult your colleagues and your administrators. Work out a strategy and a schedule for your future progress. Consider your eligibility for a sabbatical in order to get your research up to speed (but be aware that sabbaticals often depend on prior productivity). Pursue other options, too. For instance, if curricular flexibility allows, a department can rearrange your teaching schedule (loading it into one semester rather than another). You yourself should strategically abjure summer and extra teaching while you ramp up your work. You might also temporarily refocus your service toward more important tasks. Avoid unnecessary or excessive commitments. Try to teach courses that stimulate your research. If you stepped off track to undertake non-traditional responsibilities, such as leadership work in government, or in a national disciplinary organization, think about how to link what you have been doing to your plan for progress. Perhaps your work has shifted to the legislative implications of your field, or its pedagogical methods. Perhaps this is what you now want to pursue and express in your research. In other words, you have been doing important things in your time off track. Think about how you bring them back to the university as value added.
- Remember that you are aiming at a moving target. Given the nature of universities, with our responsibility and commitment to make and disseminate new knowledge that serves as the staging point for others' advances, the terrain is always changing. It is easy to get out of date, and in some fields that can happen in the blink of an eye.

The Career Associate. If you see no prospect of advancing to full professor, or have no desire so to progress, it may make sense for the department and for you to make your 'non-promotion track' assignment more permanent. Here, it is important to know two things. First, so long as you are a faculty member, and not an Academic Professional, your responsibility to maintain an active scholarly career and bring to the classroom what is new in your field—what only you know and understand—remains undiminished. You are a university scholar-teacher. The university respects you and benefits from your work in that capacity. Second, the university highly values such associate professors. They serve well in our teaching mission, help mentor junior colleagues, and administer core elements of the institution. They are a vibrant part of the continuum, from students to senior professors, that is the university.

After Promotion. If you become a full professor, you are at the top of your game. The university stands to benefit substantially by your ongoing excellence, and greatly appreciates your efforts on behalf of our intellectual community. Still, the rewards will not always seem commensurate with the efforts you put in. Responsibilities will escalate even as your research program goes into overdrive; because you are a leader, everyone wants you in the classroom, and in university and disciplinary service. It may seem the worst of times, but really it is the best of times. All the work you have put in is paying off for you, for the institution, for the state—but most of all for your discipline and for your students. You have made an impact; you are a leader. This is a time of opportunity, and making a difference.

If you become a full professor, you are at the top of your game.

This is a time of opportunity, and making a difference.

Coda. Candidates for promotion to full professor should familiarize themselves with relevant University Regulations and with Academic Affairs advice on related matters such as sabbaticals, collegiality, *et cetera*. Such information can be accessed from the Academic Affairs website under "Faculty Careers." Department and college requirements should be sought directly from the relevant units.