MEMO

Re: Promotion-and-Tenure Criteria and Guidance for tenure-track faculty, College of Engineering and Applied Science

To: Dept Heads, Faculty Council, Faculty, and File
From: R. Ettema, Dean
Date: September 1, 2008; November 11, 2008; December 20, 2008; October 20, 2009

I. Overarching Guidelines

UW Regulations 5-1 and 5-803 provide the overarching criteria and guidelines for tenure and promotion at the University of Wyoming. They include definitions, objectives and outcomes for the areas of teaching, research, and service that should be utilized in these critical decisions. This document gives more specific criteria and guidance for evaluating faculty within the College of Engineering and Applied Science.

II. Promotion to Associate Professor

Primarily –

1. Demonstrable evidence for effective teaching of undergraduate and graduate students, including the successful guidance of graduate-student theses.

2. Demonstrable evidence of scholarly accomplishment.

Also –

3. Demonstrable evidence of professional, departmental, collegiate, and/or University service as expected at an appropriate level.

4. The quality and quantity of teaching, scholarly accomplishment, and service giving unmistakable promise of promotion to full professor.

III. Promotion to Professor

1. Consistent record of high-quality teaching at all appropriate instructional levels, including effective guidance of doctoral graduate students toward the completion of their degree programs.
2. Continued scholarly achievement of high quality, accompanied by unmistakable evidence that the candidate is a nationally recognized scholar in their chosen field(s).

3. A record of significant and effective service to the profession, department, college, and/or the University.

IV. Evaluation of Teaching
All faculty members are expected to demonstrate effective teaching at the undergraduate and graduate levels. Teaching activities include:

1. Teaching undergraduate classes as appropriate to the faculty member’s job description. The member should be the responsible party for these classes.
2. Teaching graduate courses.
3. Recruiting and guiding graduate students.

Evidence to be considered in the evaluation of teaching will include the following information:

- Student course evaluations
- Peer course evaluations
- List of graduate advisees and their current status
  - Candidates for tenure and promotion to Associate Professor should have guided students to completion of advanced degrees
  - Candidates for promotion to Professor should have successfully guided a minimum of one PhD student toward completion.

The following additional activities indicating effective teaching also will be considered:

- Awards that recognize special accomplishments in teaching
- Participation in efforts leading to improved teaching (for example Center for Teaching Excellence programs and seminars)
- Participation in mentoring designed to improve teaching (either being mentored prior to the tenure decision or acting as a teaching mentor prior to promotion to full professor)
- Papers published or accepted for publication in education journals or conferences. If education is a topic of research, such papers also may be considered as evidence of scholarship
- Participation on graduate committees as a committee member

V. Evaluation of Scholarship
The essential considerations employed to evaluate a faculty member's scholarship are quality and productivity.

Evidence must be presented to demonstrate high quality, independence, and continuous productivity in scholarship with growth in research leadership as a faculty member progresses to higher ranks. There should be documented evidence that the research program has achieved or is achieving national (and thereby international) recognition.
Although quality of research is difficult to determine in absolute terms, an evaluation and acceptance by knowledgeable peers is an essential component. Thus, publications in rigorously refereed archival journals with a national and international readership are the best indicators of a faculty member's scholarly accomplishments.

University policy also requires that evaluations be solicited from external reviewers.

Evidence used in the evaluation of scholarship should include the following categories:

1. Papers published or accepted for publication in technical journals with demonstrably rigorous review procedures, and papers published or accepted for publication in proceedings with demonstrably rigorous review procedures;
2. External funding attracted by the faculty member in support of scholarly activities, including support of graduate students. Depending upon the review process and the level of competition, such funds provide a measure of the reputation of the faculty member among peers;
3. Research monographs and books that represent a major scholarly effort. Edited books, in which the faculty member helped conceptualize the project or contributed in a substantial way to the writing of chapters or papers;
4. Other publications that are effective media for the dissemination of current research results, but which may not have a formal and rigorous peer review; notably, papers in lightly reviewed proceedings of conferences and symposia, technical reports, articles in books, and articles in popular magazines. Although such publications shall not be regarded as substitutes for rigorously-refereed articles, they should be evaluated to determine their impact on subsequent journal publications and recognition by peers;
5. Creative contributions or artistic endeavors that could include general exhibitions, juried exhibitions, and commissions as evidenced by knowledgeable peer approval within a given area, or knowledgeable evaluation of the artistic endeavor through criticism, reviews, or other testimony; and,
6. Awards that recognize special accomplishments in research, creative activities, exhibitions, workshops and consultations.

Material to be used in the evaluation of scholarship should be included in, and drawn principally from, the promotion packet. It is important that listed publications contain complete citations and, for those involving multiple authors, an indication of the contribution by the faculty member.

VI. Evaluation of Service
Service can be defined as Professional Service and University-Related Service.

Professional Service refers to work that draws upon professional expertise, is an outgrowth of the academic discipline, and implies the use of this expertise to serve the community, the state, the nation, and the world. The following evidence should be considered:

- Work associated with furthering the status of the field via professional societies or other state, regional, or national organizations external to the university. This evidence includes leadership positions and committee assignments
- Providing editorial service for technical journals
- Acting as a reviewer for grant agencies
• Providing consulting or technical assistance (paid or pro-bono) to organizations external to the university
• Reviewing or evaluating the professional accomplishments of other individuals or organizations external to the university
• When not part of the traditional teaching load, participating in University extension, continuing education, and other professional service instruction in the form of workshops, seminars, institutes, or one-on-one instruction

University-Related Service refers to their obligations to a department, a college, or the university. The following evidence should be considered:

• Contributing membership on committees of the department, the college, or the university
• Reviewing or evaluating the professional accomplishments of other individuals or departments within the university
• Service in major capacity for department (for example, as Graduate or Undergraduate Program Coordinator)
• Mentoring of junior faculty and APLs
• Coordinating Engineering Science courses
• Active advising of student groups
• As appropriate, management and evaluation of personnel under one’s immediate supervision
• Articulation of course material with community colleges

Undergraduate student advising includes the following activities:

• Knowledge of university, college, and discipline-specific graduation requirements
• Knowledge of university services available to students
• Availability to students for both academic and career advising
• Ability to effectively convey the items above to undergraduate students

Evidence considered in the evaluation of undergraduate student advising will include student evaluation of the advising service provided.

VII. Consideration of Collegiality
It is important to note that effective performance as a faculty member entails demonstrated collegiality when working as a member of a faculty. This consideration aligns with the University’s expressed wish to foster an atmosphere of collegial professionalism among faculty and staff. The University views collegiality as an intrinsic aspect in the professional performance of a faculty member’s duties\(^1\).

\(^1\) “Collegiality,” Memo from V.-P. Myron Allen, Academic Affairs, University of Wyoming, November 4, 2008.