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UNIVERSITY OF WYOMING REGULATIONS

Subject: ~~Guidelines for~~ Extended-Term Faculty
Number: UW Regulation 2-4

I. GENERAL INFORMATION

An Extended-Term Appointment is a six-year fixed term appointment for non-tenure track faculty. Faculty who currently have Extended-Term appointments will transition to Fixed-Term Appointments at the completion of their current extended terms upon successful review for reappointment. Once they transition to Fixed-Term Appointments, they will be governed directly by the regulations, policies and procedures for Fixed-Term Appointed faculty. Until then, however, these faculty will be governed by this regulation and associated policies and procedures.

There are five classifications of non-tenure-track faculty who may currently have Extended-Term appointments:

- Extension Educators
- Lecturers
- Research Scientists
- Archivists
- Librarians

Prior to July 1, 2019, Academic Professionals designated a category of University academic personnel, distinct from classified and professional staff, dedicated to the academic mission of the University. Academic Professionals possessed specialized qualifications and job descriptions that enabled them to fulfill assigned academic duties, maintain peer relationships within the academic community, and enjoy the rights to academic freedom accorded to faculty. The central role of this category of employees was to support specific aspects of the teaching, research, extension, and service missions of the University. Academic Professionals historically could have temporary, Extended-Term-track, or Extended-Term appointments and were classified as Extension Educators, Lecturers or Research Scientists. As of July 1, 2019, the designation of Academic Professional no longer applies to temporary appointments. Additionally, no new academic personnel shall be hired with the designation of Academic Professional

Archivists and Librarians are specialized classifications of non-tenure-track faculty who had either temporary, extended term track, or extended term appointments. Previously,

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37 these appointments were governed by UW Regulation 2-400 and UW Regulation 2-409,
38 respectively, until July 1, 2019 when both regulations were sunset..

39 All academic personnel who were within the probationary period of their Extended-Term-
40 track appointments as of July 1, 2019 have been converted to a Fixed-Term Track with
41 credit from their completed probationary period applied to a new review schedule. They
42 retained their title and rank.

43 Academic Professionals, Archivists and Librarians who had Extended-Term appointments
44 as of July 1, 2019 or who received Extended-Term appointments during Academic Year
45 2019-2020, shall serve the remainder of their current extended term and then undergo
46 review for transition to a Fixed-Term in accordance with UW Regulation 2-1 and UW
47 Regulation 2-7.

48 The purpose of extended-term-track appointments is to foster continued professional
49 growth, accomplishment, and commitment to the University's mission, in cases where such
50 an appointment or its renewal is consistent both with the Academic Professional's
51 demonstrated performance and with the University's programmatic needs and priorities

52 II. GENERAL EMPLOYMENT PROVISIONS

53 A. Job Descriptions

54 The Dean or Director or, if none is appropriate, the Provost and Vice President for
55 Academic Affairs, has the responsibility to ensure that each Extended-Term faculty
56 member has a job description. The job description was specified as part of the
57 initial position authorization, but it shall be reviewed annually. Job descriptions will
58 include a description of duties and the proportion of effort allocated to each major
59 duty. Faculty shall acknowledge receipt of the annual job description.

60 Job descriptions are subject to revision at any time during the appointment period
61 to meet the needs and priorities of the University. All changes in job descriptions
62 for Extended-Term faculty members must be reported to the Provost and Vice
63 President for Academic Affairs.

64 B. Performance Reviews

65 Each Extended-Term faculty member shall undergo annual performance reviews
66 during the remainder of their current extended term. In addition, a comprehensive
67 performance review shall be conducted during the next to the last year of the
68 Extended Term to determine if the faculty member will be reappointed to a new
69 fixed-term.

70 The purposes of performance review are (1) to evaluate the employee's
71 effectiveness in fulfilling responsibilities in the job description, (2) to document
72 professional growth and development, and (3) to establish goals for the future. The
73 format of the review should be consistent with the scope of the Extended-Term
74 faculty member's responsibilities and in accordance with UW regulations and
75 Standard Administrative Policies and Procedures. Performance reviews should
76 include appropriate peer and supervisory input as well as input from such
77 constituencies as students, faculty, administrators, and members of the community,
78 as appropriate. The review should address the duties outlined in the job
79 descriptions, proportion of effort allocated to these duties, and performance relative
80 to standards.

81 A copy of the performance appraisal shall be maintained in the employee's
82 personnel file. Extended-Term faculty must review their performance evaluations;
83 they have the right to make written comments, which become part of the
84 performance review record.

85 **C. Compensation**

86 Salaries for Extended-Term faculty should be consistent with the salaries of
87 professional peers, market conditions, and available resources. Rules governing
88 eligibility for benefits are the same as those that apply to professional staff.
89 Extended-Term faculty who have academic-year appointments are not eligible for
90 paid vacation leave, although their salaries may be paid in 12 monthly installments.

91 The Board of Trustees has the authority to establish salary adjustment guidelines.
92 The Provost and Vice President for Academic Affairs will consider
93 recommendations from the appointing authorities before implementing salary
94 adjustments consistent with the University's Salary Distribution Policy.

95 **D. Appeals and Disputes**

96 An Extended-Term faculty member seeking to resolve disputes regarding
97 conditions of employment, working conditions, assignments, and other concerns
98 must do so initially through dialogue with his or her immediate supervisor. The
99 procedures for resolving disputes and disciplinary matters are those prescribed in
100 UW Regulation 2-2. UW Regulation 4-2 governs complaints involving
101 discrimination and harassment.

102 Any termination of an Extended-Term faculty member for cause must follow the
103 procedures established in UW Regulation 2-6 for dismissal of academic personnel.

104 **E. Professional Development Leave**

105 Extended-Term faculty members are eligible for professional development leave,
106 provided they have completed at least six years of service to the University before
107 beginning the leave. No right to professional development leave accrues through
108 lapse of time. Instead, the granting of professional development leave is contingent
109 upon a sound plan for activities that will enhance professional expertise, impart
110 special skills related to the job description, or otherwise contribute substantially to
111 the University's long-range interests. It is also contingent upon institutional needs
112 and resources, as documented in a specific plan for the replacement of the
113 employee's duties during the leave.

114 Professional development leaves may be up to one year in duration. Unlike
115 sabbatical leaves for tenured faculty, professional development leaves for
116 Extended-Term faculty may be appropriate vehicles for the pursuit of advanced
117 degrees.

118 Terms governing compensation for professional development leave shall parallel
119 those governing sabbatical leave for tenured faculty. Final approval of professional
120 development leave shall be upon the recommendation of the Provost and Vice
121 President for Academic Affairs to the President.

122 No professional development leave may be taken during a grace period following
123 the denial of conversion to a fixed-term appointment, even if such a leave was
124 approved earlier.

125 An Extended-Term faculty member who fails to return to the University
126 immediately following professional development leave shall be obligated to repay
127 the amount of compensation received from the University during the period of the
128 leave. The minimum duration of the return shall be one academic year for
129 academic-year employees and one calendar year for fiscal-year employees.

130 **F. Governance**

131 Each category of Extended-Term faculty now represented in Faculty Senate
132 will continue such representation.

133 **III. TYPES OF EXTENDED-TERM APPOINTMENTS**

134 **A. Extension Educators**

135 Extension Educators are non-tenure track faculty as defined in UW Regulation 2-
136 1. As members of the University of Wyoming Extension, Extension Educators are
137 part of the University's educational outreach system. In keeping with the
138 University's status as a land-grant institution, Extension Educators form an

Commented [TBB1]: This statement from the original UW2-4 is inconsistent with UW 2-16, which states, "Professional development leave shall ordinarily not be available for the purpose of seeking an advanced degree." At the time UW 2-16 was written, this statement was inserted for consistency with language about sabbatical leave for tenure stream faculty.

In reflection, and after reviewing this regulation, AA recommends retaining the ability for non-tenure track faculty to use professional development leaves to pursue advanced degrees.

Rationale: For our tenure stream faculty, the advanced degree is required at the point of hire. Many of our non-tenure track positions only require a Masters degree. By allowing a leave to serve this purpose, the university would be supporting our employees in further developing their skills and helping this advance through their career ladder.

What other universities do: Universities vary in their position on leaves being used for the purpose of pursuing advanced degrees. For example, Colorado State U, U of Utah, New Mexico State U allow sabbaticals to be used for this purpose. In contrast, U of New Mexico, UNLV, and U of Montana do not allow it for sabbatical leaves.

In cases where it is allowed, many universities have the caveat that this type of leave is only approved providing instruction can be covered at no additional expense to the university.

If approved, we will need to revise UW 2-16 so that it is consistent.

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139 essential link between the people of Wyoming and the teaching, research, and
140 service missions of the University. The primary function of these employees is to
141 provide non-credit education to an off-campus clientele. Extension Educators
142 provide Wyoming youth, adults, and communities with life-long learning
143 opportunities, especially through the application of research-supported information
144 and leadership skills.

145 An Extension Educator's responsibilities include:

- 146 • Identifying the needs of people in communities to which he or she is assigned,
- 147 • Developing, implementing, and managing educational and research programs
148 to meet these needs,
- 149 • Evaluating and documenting changes that occur in response to these programs.

150 To meet these responsibilities, the Extension Educator must exhibit high levels of
151 professional, scientific, educational, and community-relations skills.

152 **1. Ranks**

153 There are three ranks for Extension Educators: Assistant Extension Educator,
154 Associate Extension Educator, and Senior Extension Educator.

155 **a. Assistant Extension Educator**

156 The qualifications for Assistant Extension Educator include a Master's
157 degree or equivalent experience in a field related to agriculture, youth
158 development, community and economic development, family and consumer
159 sciences or others as deemed appropriate by the Director of Extension. The
160 qualifications also include convincing evidence of both the expertise and
161 the personal skills needed to contribute effectively to the University's
162 extension mission.

163 **b. Associate Extension Educator**

164 In addition to having the qualifications and skills of Assistant University
165 Extension Educator, the Associate Extension Educator normally shall have
166 at least 4 years of Extension experience. The function of this rank is to plan,
167 develop, and evaluate comprehensive, broad-scope Extension educational
168 programs requiring expertise in at least two subject-matter areas within one
169 or more of the Extension Program Areas. Qualifications required of an
170 Associate Extension Educator include:

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- 1) Demonstrated expertise within at least two Extension subject matter areas.
 - 2) Demonstrated capabilities and performance characteristics of an Associate Extension Educator, including effective participation in and familiarity with those processes and activities related to the position description. Specific examples are identified in College of Agriculture and Natural Resources' Administrative Policies and Procedures.

178 c. Senior Extension Educator

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- 1) In addition to having the qualifications and skills required of Associate Extension Educators, the Senior Extension Educator must have demonstrated superior leadership capabilities and must be recognized by peers and others as an outstanding educator. To qualify for this rank, individuals must exhibit the following abilities.

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- a) To take leadership in identifying and evaluating critical extension needs of communities.
 - b) To provide direction, planning, and priority setting in the development of programs that meet these needs.

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- 2) To demonstrate specialized expertise needed to provide educational programs on an area, region, or statewide basis. Evidence of these abilities can include the following elements:

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- a) Professional recognition, such as regional or national awards, letters of recognition, commendation from colleagues and peers.
 - b) Publications in refereed or professional journals or other widely disseminated venues.
 - c) Leadership in the resolution of complex problems, such as the development of interdisciplinary programs and projects requiring long-range educational planning.
 - d) Experience in planning, conducting, interpreting, and disseminating applied research, demonstration trials, field and home demonstrations, or community studies.
 - e) Acknowledged administrative and leadership experience.
 - f) Leadership in training Extension Educators and other professionals.
 - g) Securing funding as a principal investigator of grant proposals designed to meet unique community needs.

205 **2. Job Descriptions**

206 Job descriptions for Extension Educators may include teaching, research,
207 service, extension, and administration. These job descriptions are subject to

208 annual review and possible revision by the employee and the direct supervisor
209 and are subject to consultation with and approval by the Dean of Agriculture
210 and Natural Resources.

211 **B. Lecturers**

212 Lecturers are non-tenure track academic personnel who are engaged primarily in
213 fulfilling the teaching mission of the University. As a necessary part of their
214 teaching responsibilities, lecturers must demonstrate continuing professional
215 development.

216 **1. Ranks**

217 There are three ranks for Lecturers: Assistant Lecturer, Associate Lecturer, and
218 Senior Lecturer.

219 **a. Assistant Lecturer**

220 Normally, the qualifications for Assistant Lecturer include a Master's
221 degree or equivalent, together with convincing promise for significant
222 contributions to the University's teaching mission. The candidate should
223 also exhibit a commitment to ongoing professional development in the
224 discipline.

225 **b. Associate Lecturer**

226 The Associate Lecturer will normally have at least a Master's degree or its
227 equivalent. Associate Lecturers must also have a record of demonstrated,
228 significant contributions to teaching, not only through superior performance
229 in the classroom but also through the broader support of the University's
230 teaching mission. Such activities may include but are not limited to the
231 following.

- 232 1) Contributions to the design, development, and oversight of curriculum
233 in specific courses.
234 2) Significant involvement in the coordination of curricula in different
235 courses.
236 3) Demonstrated breadth and versatility of teaching in a range of courses.
237 4) Involvement in professional development activities that reflect
238 substantial awareness of the evolution of knowledge and curriculum in
239 the discipline.

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c. Senior Lecturer

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In addition to the qualifications for an Associate Lecturer, Senior Lecturers must also have a sustained record of excellence and versatility in the classroom as well as leadership in the design, development, and oversight of curriculum in the discipline. The following list contains some possible elements of such a record; the list is not exhaustive.

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- 1) Demonstrated proficiency in the management of specific courses.
- 2) Documented participation in national or international discourse on evolving knowledge in the field, curricular developments, and teaching techniques.
- 3) Participation in the solicitation or administration of external funding to support teaching initiatives.
- 4) Sustained effectiveness in the mentorship of other teachers, including graduate assistants, other faculty members, or other instructional staff.
- 5) Substantive involvement in interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools.

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2. Job Descriptions

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Elements of the job description that are appropriate for Lecturers include teaching, service, advising, professional development, and, in some cases, administration. Teaching includes such activities as classroom instruction, laboratory supervision, and online or off-campus instruction.

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Currency of knowledge being essential to effective teaching, every Lecturer must participate in a program of professional development, the components of which he or she must define in collaboration with the appropriate department head or supervisor. The workload associated with professional development must be consistent with UW Regulation 2-9.

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To allow adequate time for professional development, the job description for a full-time Lecturer shall require no more than 21 credits (7/8 of the work responsibility) in classroom instruction or its equivalent in other forms of teaching, as per UW Regulation 2-9.

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C. Research Scientists

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Research Scientists are non-tenure track academic personnel whose primary responsibilities are to conduct and support research.

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1. Ranks

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There are three ranks for Research Scientists: Assistant Research Scientist, Associate Research Scientist, and Senior Research Scientist.

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a. Assistant Research Scientist

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In general, the qualifications for Assistant Research Scientist include a Master's degree or equivalent experience in an appropriate field, together with convincing promise for significant contributions to the University's mission in research and scholarship.

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b. Associate Research Scientist

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The Associate Research Scientist will normally have at least a Master's degree or its equivalent. Associate Research Scientists must also have a record of demonstrated, significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise. The following list contains examples of such support; the list is not exhaustive.

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- 1) Demonstrated development of expertise at the state of the art, consistent with the job description.
- 2) Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant.
- 3) Evidence of effective mentorship, teaching, laboratory instruction, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise.

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c. Senior Research Scientist

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The Senior Research Scientist will normally have a Ph.D. or an equivalent terminal degree, although Associate Research Scientists who have a Master's degree may be eligible for this rank if they have comparable accomplishments in research and scholarship. Senior Research Scientists must also have a sustained record of scholarly initiative and recognized contributions to their fields. The following list contains some possible elements of such a record; the list is not exhaustive.

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- 1) Demonstrated proficiency in the management of a research laboratory or related facility.
- 2) Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise.

- 309 3) Demonstrated ability to write or participate significantly in the writing
- 310 of successful grant proposals and refereed manuscripts.
- 311 4) Significant contributions to national or international scientific meetings.
- 312 5) Sustained, demonstrable effectiveness in mentorship, teaching,
- 313 laboratory instruction, and supervision of undergraduates, graduate
- 314 students, or employees whose work is essential to the research
- 315 enterprise.

316 **2. Job Descriptions**

317 The elements of the job description that are appropriate for Research Scientists
318 are teaching, research, service, administration, and, in some cases, extension.
319 As a general guideline, if the teaching element of the job description exceeds
320 an average of eight credits per academic year, another category of academic
321 personnel may be more appropriate.

322 **D. Archivists**

323 Archivists are non-tenure track academic personnel appointed in the American
324 Heritage Center (AHC). Appointment as an Archivist requires a master's degree in
325 library science and/or information science from a program accredited by the
326 American Library Association (ALA); or a master's degree in history, American
327 studies, or related field.

328 **1. Ranks**

329 There are three ranks of Faculty in the AHC: Assistant Archivist, Associate
330 Archivist, and Archivist.

331 **a. Assistant Archivist**

332 The assistant archivist rank is the beginning level of archives administration
333 and special collections curatorship and generally requires little or no
334 professional experience. It requires performance according to expectations
335 of assigned archives administration, special collections curatorship,
336 scholarly activity, service, and all the other obligations of an AHC Faculty
337 member.

338 **b. Associate Archivist**

339 The associate archivist rank designates a Faculty member who reliably and
340 consistently performs the expectations of their archival position and
341 demonstrates commitment to continued excellence. This rank carries the

342 expectation of continuing professional development or experience (though
343 additional degrees are not required). Six full years of experience as an
344 Assistant Archivist at the University, or its equivalent, is normally required
345 for appointment or advancement to this rank.

346 **c. Archivist**

347 The archivist rank is reserved for individuals who have made distinctive
348 contributions. Promotion to this level is contingent on the scope, depth, and
349 level of national or international recognition of the candidate's
350 contributions to archives administration and special collections curatorship,
351 teaching, service, or scholarly or creative work. Associate Archivists
352 seeking promotion to archivist normally undergo professional growth
353 commensurate in significance with that required to earn the Associate
354 Archivist appointment but demonstrating a substantially greater level of
355 professional and scholarly accomplishment

356 **2. Job Descriptions**

357 Elements of the job description that are appropriate for AHC Faculty include
358 professional practice, research and service. Job descriptions may vary among
359 employees. Development of and changes in job descriptions are the
360 responsibility of the department head but will include consultation with the
361 incumbent and approval by the Director. As a part of their job responsibilities,
362 archivists are expected to demonstrate continuing professional development.

363 **E. Librarians**

364 Librarians are non-tenure track academic personnel appointed in the University of
365 Wyoming Libraries. Appointment as a Librarian requires that an individual have
366 the appropriate terminal professional degree: a master's degree in library and/or
367 information science from a program accredited by the American Library
368 Association (ALA) or an appropriate equivalent. Experience must be of a type and
369 length appropriate for the particular position or rank.

370 **1. Ranks**

371 There are three ranks of Librarians: Assistant Librarian, Associate Librarian,
372 and Librarian

373 **a. Assistant Librarian**

374 Assistant librarians will hold a master’s degree in library and/or information
375 science from an ALA-accredited institution or equivalent. They will
376 demonstrate a significant promise to contribute to the University’s teaching
377 and research missions through librarianship.

378 **b. Associate Librarian**

379 Associate librarians will hold a master’s degree in library and/or
380 information science from an ALA-accredited institution or equivalent. In
381 addition, they will demonstrate continued development over time in the
382 following areas:

- 383 **1) Practice of Librarianship** – Demonstrated record of ongoing successful
384 practice of librarianship. Demonstrated expertise and experience in job
385 responsibilities.
386 **2) Service to the Profession** – Participation and leadership in international,
387 national, regional and state library-related professional organizations.
388 Active participation in groups that serve higher education. Participation
389 in University and library faculty governance and committees, task
390 forces, councils or boards.
391 **3) Scholarship** – Continued development in their cumulative record of
392 contributions to the scholarly record. Scholarship may include research
393 grants, publications in librarianship and other areas, scholarly
394 presentations, and scholarly exhibits.

395 **c. Librarian**

396 Librarians will hold a master’s degree in library and/or information science
397 from an ALA-accredited institution or equivalent. In addition, they will meet
398 the criteria for Associate Librarian as well as a sustained and expanding record
399 in the following areas:

- 400 **1) Practice of Librarianship** – Demonstrated wisdom, disciplinary and
401 institutional knowledge, and expertise developed through ongoing
402 successful practice of librarianship. A record of increasing
403 responsibility or expertise related to job responsibilities.
404 **2) Service to the Profession** – Leadership roles in library and university
405 committees, professional organizations, and initiatives backed by
406 consortia and other partnerships. Leadership on committees in regional,
407 national or international organizations related to libraries, information
408 access, education, disciplinary fields, or information technology.
409 Conference or program planning at a regional, national, or international
410 level.

- 411 3) Scholarship –Invitations to submit book chapters, articles, edit books,
412 or present at national or international conferences. Presentations
413 selected through competitive process for national or international
414 conferences. Consistent record of publications, including peer-reviewed
415 articles.

416 **2. Job Descriptions**

417 Elements of the job description that are appropriate for Library Faculty include

- 418 a. Librarianship, the multifaceted discipline that encompasses both the
419 public (access services, reference) and technical (acquisitions,
420 cataloging, collection development, systems) sides of information
421 management.
422 b. Research, Scholarly Activities and Creative Activities, and
423 c. Professional Service and University-Related Activities.

424 **IV. PROMOTION OF EXTENDED-TERM FACULTY**

425 Extended-Term faculty remain eligible for promotion through the ranks. Promotion
426 reviews will be conducted in accordance with tenure and promotion procedures described
427 in University Regulations and Standard Administrative Policies and Procedures and will
428 be consistent with academic unit/college processes, including any requirements for
429 external reviews.

430 Promotion reviews for Extended-Term faculty may be conducted at any time that the
431 faculty member's level of accomplishment is commensurate with the next higher rank.
432 Promotion to the highest level normally requires an additional period of growth that results
433 in a greater level of accomplishment. The attainment of a higher rank while an Extended-
434 Term faculty member does not guarantee the results of any future evaluations. Upon
435 satisfying the criteria for promotion as set forth in University Regulations, Standard
436 Administrative Policies and Procedures and college/unit guidance documents, the
437 individual candidate is responsible for initiating the promotion review process. The
438 appointing authority shall notify any candidate who receives a negative recommendation
439 for promotion and shall discuss the rationale for the recommendation with the candidate.
440 Failure to receive promotion does not affect the faculty member's Extended Term.

441 Only those Extended-Term faculty recommended by the President of the University and
442 approved by the Board of Trustees will receive promotion.

443 **V. CONVERSION OF EXTENDED-TERMS TO FIXED-TERM ROLLING**
444 **CONTRACTS**

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- 445 A. Academic personnel with Extended-Term appointments shall retain their
446 appointment and designation for the duration of their current Extended Term.
- 447 B. During the next-to-last year of their current Extended-Term (e.g., year 5 of a six-
448 year Extended Term), the faculty member shall undergo a Fixed-Term Rolling
449 Contract review as described in Standard Administrative Policies and Procedures.
450 If the outcome of the review is a positive recommendation, faculty members at the
451 Assistant or Associate ranks will be reappointed to a 3-year rolling contract and
452 faculty members at the highest rank will be reappointed to either a 3-year or 5-year
453 rolling contract once the final year of their current extended term is complete.
- 454 C. If the outcome of the Fixed-Term Rolling Contract review is negative, the contract
455 will not be renewed and the faculty member's last year at the University of
456 Wyoming will be the following year (i.e., the last year of the six-year Extended
457 Term).

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Responsible Division/Unit: Office of the Provost and Vice President for Academic Affairs

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Source: None

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Links: <http://www.uwyo.edu/regs-policies>

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Associated Regulations, Policies, and Forms: None

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History:

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University Regulation 408, adopted 7/17/2008 Board of Trustees meeting

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Revisions adopted 3/23/2012 Board of Trustees meeting

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Revisions adopted 11/15/2013 Board of Trustees meeting

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Revisions adopted 11/18/2016 Board of Trustees meeting

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Reformatted 7/1/2018: previously UW Regulation 5-408, now UW Regulation 2-4

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