Reappointment, Tenure, Extended Term and Promotion
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Academic Affairs

I. Where do I go for information?
II. University regulations & expectations
III. Your career path
IV. Review Processes
V. How to Prepare for Review
VI. Career Strategies

See web resources listed at the end.

Acknowledgement: Myron Allen and Nicole Ballenger
I. Where do I go for information?

http://www.uwyo.edu/acadaffairs/
Resources for Faculty and Academic Personnel

UW Provost David Jones and all of us in Academic Affairs invite current and prospective employees to explore the academic career resources available on these pages. The information provided spans job openings, family-friendly policies, tenure and promotion procedures and practices, and analyses of workplace satisfaction and success.

Faculty Openings
We invite you to investigate academic position openings on the Laramie and Casper Wyoming campuses.

Info for Prospective Faculty
Info on benefits, background checks, governance, and other related topics at UW.

Family-Friendly Policies
UW has implemented a number of policies and practices designed to support faculty in balancing academic careers and family life. Childcare resources can also be found here.

Pythian Papers
These papers share the Academic Affairs perspective on successful academic careers, including best practices for making tenure decisions and for promotion to full professor.

Reappointment, Tenure and Promotion
These pages provide ready access to tenure and promotion regulations and procedures, and to Academic Affairs guidance and philosophy.
2015 - 16 Tenure and Promotion Memo to Deans and Directors

- Procedural Memo from Academic Affairs

Academic Affairs Guidance Documents

Academic Affairs shares its philosophy and perspectives on making tenure decisions, the role of collegiality, and promotion to full professor in its Pythian Paper Series and other important publications that address: Faculty members’ presence on campus, Faculty leave of absence, making tenure decisions, free expression in the academy, academic freedom, collegiality and service, best practices for hiring, best practices for promotion to full professor, tenure clock stop, and professional support for off campus academic personnel.

- Click here to access the guidance documents

Ballots for Reappointment, Tenure and Promotion

- AHC (American Heritage Center) Faculty
- Extended Term Track
- Library Faculty
- Tenure Track Faculty

Frequently Asked Questions about Reappointment, Tenure and Promotion

- External Letters of Reference
  - Sample Letter
- Voting Protocols and Peer Group
- More to be added soon.
Have a question that isn’t addressed here? Send us an email and ask!

Professional Development Workshops (check back for updated documents)

- Academic Professionals at the University of Wyoming
- Overview of Reappointment, Tenure and Promotion for Tenure Track Faculty

Materials for Packets

- Checklist for Packets
- Evaluation Sheet
- History Sheets
  - Tenure Track
  - Extended Term Track

University Regulations Governing Reappointment, Tenure and Promotion Process

- UW Regulation 5-1 which defines Academic Personnel.
- UW Regulation 5-48 which governs the academic professional.
Guidance Documents on Academic Careers

Pythia was known as the Oracle of Delphi, a priestess credited with the gift of prophecy in ancient Greece. We don’t claim to be oracles, but we do think it’s useful to share the Academic Affairs philosophy and perspectives on academic careers. The Academic Affairs Pythian Papers are written for this purpose.

Pythian Papers

- Best Practices for Hiring Tenure-Track Faculty and Extended-Term Track Academic Professionals
- Best Practices for Promotion to Full Professor
- Considering Collegiality and Service as Components of Academic Performance
- Expectations for Faculty Members’ Presence on Campus
- Faculty Leaves of Absence
- Making Tenure Decisions: Philosophy, Criteria, and Expectations
- Free Expression in the Academy

Other Guidelines

- Garcetti V. Ceballos - Implications for UW’s Academic Freedom Policy
- Professional Support for UW Academic Personnel Assigned to Locations Off the UW-Laramie Campus
- Tenure Clock Stop Memo
II. University Regulations and Expectations

- Designation/Appointments
  - UW 5-1 (Professors, APs)
  - UW 7-490 (Archivist)
  - UW 7-631 (Librarians)

- Review Process/Procedures
  - UW 5-408 (APs)
  - UW 5-803 (Tenure Track)
  - UW 7-490 (Archivist)
  - UW 7-631 (Librarians)

Photo source: http://guamwaterworks.org/rules-regs/
Expectations by faculty rank
(from UW Regulation 5-1)

Assistant professors shall normally have the doctor's degree in course, and shall have demonstrated ability, through appropriate experience, to perform the functions of the position they are to hold.

Associate professors shall normally have the doctor's degree in course, shall have established a reputation in scholarship, teaching, artistic creation, or other productive activity in the field in which they are to serve.

Professors, in addition to having the qualifications of associate professors, shall have demonstrated superior capacity for direction of graduate work and research where appropriate, have attained wide recognition in their professional fields for scholarship or other creative work, and shall have gained recognition as teachers and as consistent contributors to the fields in which they are to render University service. It is not anticipated that each faculty member will attain the rank of full professor.
Expectations by rank (from UW Regulation 7-490)

**Assistant Archivist:** This rank designates the beginning level of archives administration and special-collections curatorship and generally requires little or no professional experience. It requires adequate performance of assigned archives administration and special collections curatorship.

**Associate Archivist:** This rank designates a faculty member who has established a reliable track record and demonstrates commitment to continued excellence ... It requires consistent expert professional performance, active participation in the profession, and sound scholarship. This rank carries the expectation of continuing professional development or experience.

**Archivist:** Appointment or promotion to this rank is reserved for individuals who have made distinctive contributions over a significant period of time.
Expectations by rank (from UW Regulation 7-631)

**Assistant Librarian.** This rank designates the **beginning level** of librarianship and generally requires little or no pertinent experience. Shows promise as an academic librarian as demonstrated by performance and experience.

**Associate Librarian.** Demonstrates **expertise** in librarianship and a high level of creative and analytical ability in performing job responsibilities (including teaching, administration and/or outreach, sustained research, scholarly activities, or creative activities; and leadership).

**Librarian.**
Appointment or promotion to this rank is reserved for individuals who have made **distinctive contributions** over a significant period of time.
UW 5-408 - Why have an AP category?

- Some jobs require or benefit from a primary focus on one dimension of the academic mission
  - directing a core laboratory facility (research scientist)
  - delivering science-based information to external clientele full-time (extension educator)
  - teaching a panoply of lower-division required or service courses such as composition, algebra, Spanish I (lecturer)

- AP’s fill a critical niche.
  - We didn’t hire you as an AP because “you were cheaper,” “easier to get,” “are married to a faculty member, “or haven’t finished your Ph.D.”

You can’t be transferred into a tenure-track position although you may apply for open faculty positions.
Expectations by lecturer rank
(from UW Regulation 5-408, appendices)

Assistant Lecturer, will normally have Master’s degree or equivalent, show convincing promise for significant contributions to the University’s teaching mission, commitment to ongoing professional development in the discipline.

Associate Lecturer, will normally have at least a Master's degree or equivalent, a record of demonstrated, significant contributions to teaching, not only through superior performance in the classroom but also through the broader support of the University’s teaching mission.

Senior Lecturer. 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.
Expectations by research scientist rank
(from UW Regulation 5-408, appendices)

**Assistant Research Scientist** will have 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.

**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.

**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.
And how APs earn a promotion in rank?

• Promotion in rank requires a thorough performance review by peers, faculty, and administrators at the department, college, and university levels
  – See UW Reg 5-408 for qualifications and skills required at each rank
• Promotion reviews may occur **concurrently** with reviews for extended term appointments or renewals, but **need not be simultaneous**
• A level of accomplishment commensurate with a rank higher than assistant is normally a necessary condition for an extended-term appointment.
III. Career Path for Academic Professionals

**Probationary Period**

To establish mastery of major job duties and to demonstrate the *promise* of continuing professional growth and development.

If ET granted:

- Review for renewal of ET

- 6-year Extended Terms
III. Tenure Track Faculty Career Path

- **Hired as Assistant Professor**
- **Annual probationary reappointment or nonrenewal**
- **0**
- **6**
- **Additional Period of Growth**
- **Tenure and promotion to Associate Professor, or termination**
- **Promotion to Professor (optional)**
- **Ongoing excellence and impact through research, teaching and service; Greater level of accomplishment and intellectual leadership is expected**
What is Tenure?

A. Legal view: tenure is an employment contract.

An appointment with tenure
• has no specified end date,
• can be ended only for specific reasons (discussed next).

Principles recognized in case law:

• There is no guarantee of tenure.
• Tenure necessarily involves subjective decisions.
• The review takes many factors into account.
• There are many levels of review and recommendation.
• Only the Board of Trustees can confer tenure.
B. Philosophic view: tenure and academic freedom have social utility.

“Academic freedom and tenure ... exist in order that society may have the benefit of honest judgment and independent criticism which otherwise might be withheld because of fear of offending a dominant social group or transient social attitude.”

C. Institutional setting

✓ UW is a doctorate-granting research university.

✓ This classification colors UW’s hiring practices as well as its standards for reappointment, tenure and promotion.

✓ We hire people based on their promise in teaching, research, and service, and we expect them to be good at them all.

✓ There’s no fixed number of tenured slots. It’s possible for all tenure-track appointees to earn tenure.
The key question:

Does the candidate’s record reflect both the commitment and the promise to sustain a career-long record of effective teaching, scholarship at the forefronts of knowledge, and effective service?

It’s not a matter of clearing the bar.

Tenure is not the finish line.
How do we answer this question?

• Strong teaching, demonstrated early.

• Capacity for strong scholarship, critical for teachers to remain effective throughout their careers.

• Review of scholarly work by nationally or internationally recognized peers, as well as by UW students and faculty. You have to be a player in the game.

• Service (including public engagement, when appropriate)
IV. Review Processes

- **Department**
  - External peer review
  - Department faculty review
  - Department head’s recommendation

- **College**
  - College-level faculty review
  - College Dean’s recommendation

- **University**
  - University-level faculty review
  - Review by Academic Affairs
  - Review by President (on appeal)

- **Trustees’ action**

*Tenure & Promotion year only*
Reappointment, Tenure and Promotion Outcomes 2011-15

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Legend:
- Reappointed
- Tenured
- Resigned
- Not Reappointed/Tenured
V. Your role in preparation for the review

1. Early in academic year, meet with your department head to discuss:
   • Performance goals
   • What the department head looks for and how s/he will evaluate your performance
   • Scholarship, teaching and service
   • Ways s/he can help you continually improve performance (e.g., formative assessment – ongoing teaching evaluation, periodic self-assessment, etc.)
2. Check your department expectations document for making reappointment, tenure and promotion decisions.
   • *Expectations for first-year review/performance?*

3. Ensure that job description is up-to-date, accurate and sufficiently detailed.

4. Check your department protocols to form peer group
   • *Protocols established by majority vote of all tenured and tenure track members*
   • *Case-by-case basis for additional group members with written approval by candidate*
     • If APs allowed, non-tenured tenure track faculty must be allowed.
     • *Insure written statement regarding permission to vote is included in candidate’s packet.*

http://www.uwyo.edu/acadaffairs/faculty-resources/tenure_promotion.html
How do I prepare for the review?

Coming soon! E-Packets for Year 1
Your role in preparation for the review – The Packet

Documentation of performance
- Teaching evaluations (students, peers, administrators)
- Research record (publications, grants, creative work)
- Service (UW committees, statewide service, professional)

Evidence of progress
- Job description and expectations
- Record of previous years’ recommendations at all levels
- Written evaluations by candidate, peers, and administrators

External evaluations
- Letters from outside experts (T&P cases)
- Letters from former students (optional, but…)

What are your duties?

Level of quality or attainment

Does the evidence meet department and discipline standards?

See Academic Affairs website for detailed list of contents
• Systematically design your packet.
  – Follow College Guidelines
  – Table of Contents
  – Clearly label sections
• Know your audience.
• Don’t assume that your colleagues will understand your research, teaching, and service.
• The further your packet makes it through the system, the less familiar your audience will be.
• Seek out external feedback.

Tip #2
Prepare your packet for the “stranger”
Provide evidence of progress by drawing connections between your research, teaching, and service/extension performance to:

- Department (Discipline) Expectations
- College Mission
- University Mission/Academic Plan

Tip #3
Faculty Essay
Connect the Dots!
How to construct the essay (narrative)

- Precise and concise statement that leads the reader through the maze
  - Remember your audience.
    - It is **not** about *educating* your audience about your research, teaching or service.
    - It is **is** about *providing evidence* of your scholarship, teaching effectiveness, and service.
Have you addressed these questions about scholarship?

- Scholarship plan
  - Where am I now?
  - Where am I going?
  - How will the reviewer know I got there?

- How does my research/creative activity contribute to the body of knowledge in my discipline?

- What is the impact of my research/creative activity?

- How is my research/creative product novel?

- What makes my research/creative product relevant and meaningful?
Does your essay do this?

• **Show** trajectory ... connect the dots.

• **Illustrate** how:
  – grants lead to publications?
  – presentations lead to publications?
  – publications lead to publications?
Does your reflection on teaching do this?

• **Explain** why you choose teaching strategies and methods?
• **Illustrate** how you use feedback (i.e., student, peer, self) to modify and/or retain teaching strategies and methods?
• **Show** connections to research- or evidence-based best practice?
• **Show** a trajectory of improvement and/or sustained excellence?
Does your reflection on service do this?

• **Provide** evidence of contributing to the service mission of the university?

• **Reflect** public engagement beyond the university community?

• **Provide** evidence of your leadership role in service activities?
What about Collegiality?

- **Collegiality**: ability to work both independently and constructively with others

- Collegiality is not evaluated as a separate attribute

- Collegiality comes into play if it has a *negative effect* on the research, teaching, and/or service mission of the department/college/university
Initiative and leadership count!

How does it connect to the 3 pillars:

- Teaching (and advising)
- Research and/or Creative Contributions
- Extension, Professional Service (Public Engagement), & University-Related Activities
VI. CAREER STRATEGIES

1. Become a versatile, engaging teacher.
2. Identify and cultivate a national or international audience for your scholarly activities.
3. If external funding is available in your field, develop and follow a plan for seeking it.
4. Find ways to connect your scholarly work with your teaching.
5. Select a meaningful array of service activities.
6. Learn how to be a leader.
7. Maintain a love of your discipline.

These are strategies for staying sane, not just for getting tenure!
When do you get the news?

• Positive cases are forwarded from Academic Affairs to the Board of Trustees
• March for first-year cases; May for all others
• Only the Trustees can confer tenure and extended-term contracts
• Academic Affairs will notify you by letter of the Trustees’ decision immediately following the May (or March) meeting
• UW does not recognize “de facto” tenure or extended terms
Thank you for joining us!

• Did we answer all your questions?

• For more information, please visit our Academic Personnel Resources page on the Academic Affairs website:

http://www.uwyo.edu/acadaffairs/faculty-resources