

UNIVERSITY OF WYOMING

College of Engineering and Applied Science Guidelines for Reappointment, Promotion, and Tenure

Revised January 2020

I. Overarching Guidelines

UW Regulation 2-7 provides the overarching criteria and guidelines for reappointment, tenure, and promotion at the University of Wyoming. The regulation includes definitions, objectives and outcomes for the areas of teaching, research, and service that should be utilized in these critical decisions. More specific guidance for evaluating faculty within the College of Engineering and Applied Science is discussed below.

II. Promotion to Associate Professor

Primarily:

1. Evidence for effective teaching of undergraduate and graduate students, including the successful recruitment and mentoring of graduate students through completion of theses and dissertations.
2. Evidence of scholarly accomplishment, typically through publication in archival journals and/or refereed conference publications.
3. Collegial behavior aiding the overall missions of the department, college, and university.

Additional considerations may include:

4. Contributions to economic development within Wyoming, including consulting to WY businesses and development of businesses within WY. Economic development activities are recognized as valuable contributions to the CEAS and UW missions.
5. Evidence of professional, departmental, college, and/or University service as expected at an appropriate level.
6. The quality and quantity of teaching, scholarly accomplishment, and service giving unmistakable potential of promotion to full professor.

III. Promotion to Professor

Minimum expectations include:

1. Consistent record of high-quality teaching at all appropriate instructional levels, including effective guidance of doctoral students toward the completion of their degree programs.
2. Continued scholarly achievement of high quality, accompanied by 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.
4. Collegial behavior aiding the overall missions of the department, college, and university.

Additional considerations may include:

5. Contributions to economic development within Wyoming, including but not limited to consulting to WY businesses and development of businesses within WY. Economic development activities are recognized as valuable contributions to the CEAS and UW missions.

IV. Evaluation of Teaching

All faculty members are expected to demonstrate effective teaching at the undergraduate and graduate levels (unless the job description specifically defines the teaching duties more narrowly). Teaching activities include:

1. Teaching undergraduate classes as appropriate to the faculty member's job description. The faculty member should be the responsible party for these classes.
2. Teaching, and if appropriate, creation of graduate courses.
3. Recruiting and guiding graduate students through thesis and/or dissertation research.

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 to completion.

The following additional activities indicating effective teaching (or a commitment to improved teaching) will also be considered:

- Awards that recognize special accomplishments in teaching

- Participation in efforts leading to improved teaching (for example, active participation in Ellbogen Center for Teaching Excellence programs or in programs sponsored by an appropriate professional society for improvement in teaching)
- 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 will also be considered as evidence of scholarship
- Participation on graduate committees as a committee member

V. Evaluation of Scholarship

The essential considerations employed to evaluate 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 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. In some disciplines (such as computer science), publication in rigorously refereed conference proceedings may be more significant than archival journal publication.

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 rigorous review procedures, and papers published or accepted for publication in conference proceedings with 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 and can also be an indicator of the importance or relevance that the professional community attaches to the research;
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 a faculty member's obligation 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 Department Head, Graduate Coordinator, Undergraduate Program Coordinator, or Accreditation Coordinator, Advising Mentor)
- Mentoring of junior faculty and other appropriate personnel
- Coordinating Engineering Science courses
- Active advising of student groups and organizations

- As appropriate, management and evaluation of personnel under one's immediate supervision
- Articulation of course material with community colleges

Note: contributions to economic development within Wyoming, listed in Sections II.4 and III.5 of this document, may not fit neatly into the categories of Teaching, Scholarship, and/or Service, but will be considered with regard to Reappointment, Tenure, and Promotion.

VII. Evaluation of Collegiality

In appraising a candidate's collegiality, department members should keep in mind that the successful candidate for tenure will assume what may be an appointment of 30 years or more in the department. Collegiality should not be confused with sociability or likability. Collegiality is a professional, not a personal, criterion relating to the performance of a faculty member's duties within a department. The requirement that a candidate demonstrate collegiality does not give license to tenured faculty to expect conformity to their views. Concerns relevant to collegiality include the following:

- Are the candidate's professional abilities and relationships with faculty, staff, and students compatible with the departmental mission and with its long-term goals?
- Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs?
- Does the candidate maintain high standards of professional integrity?

Collegiality can best be evaluated at the departmental level. Concerns regarding collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the yearly reviews. Faculty members should recognize that their judgment of a candidate's collegiality will carry weight with the Reappointment, Promotion, and Tenure Committee at the College level, and (if necessary) at the University level.

Further information can be found in "Best Practices for CONSIDERING COLLEGIALLY AND SERVICE AS COMPONENTS OF ACADEMIC PERFORMANCE," http://www.uwyo.edu/acadaffairs/files/docs/collegiality_service.pdf