

**COLLEGE OF EDUCATION**  
**Reappointment, Tenure, Fixed-term, and Promotion Guidelines:**  
A Supplement to [UW Regulations 2-1 through 2-10](#)  
Approve May 13, 2024

The strength of the College of Education lies in the quality of its faculty, staff and students. Decisions regarding faculty reappointment, tenure, fixed-term, and promotion directly impact the quality of programmatic offerings, the reputation of our programs, and our ability to recruit and to retain highly qualified faculty. Faculty members in the college take seriously the responsibility of maintaining high standards in all job description areas. These responsibilities begin with the recruitment and selection of faculty members and continue throughout each faculty member's professional career.

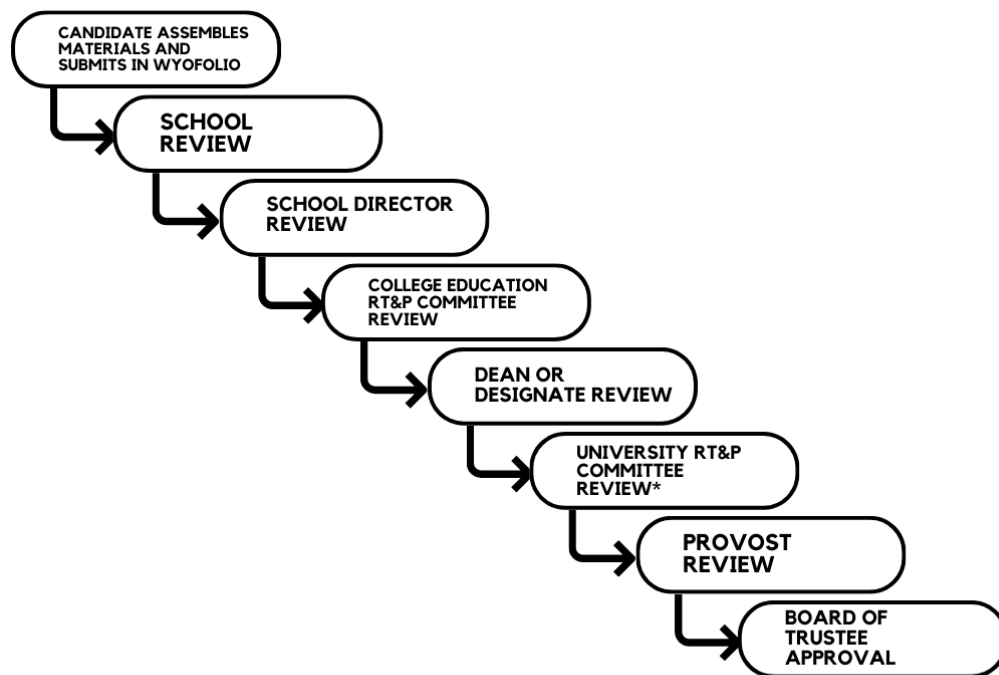
The integrity of the evaluation process depends on thoughtful and objective peer and administrative review of faculty performance. In keeping with the recommendations made in the Office of Academic Affairs' Pythian Paper titled "[Best Practices for Making Tenure Decisions: Philosophy, Criteria, and Expectations](#)," this supplemental document represents an attempt to provide discipline-specific indicators of faculty excellence while avoiding the pitfall of providing a step-by-step recipe for success. In doing so this document emphasizes the attributes of a successful faculty member's career in the University of Wyoming's College of Education.

The primary areas of Teaching, Research, Service, Advising, and Professional Development are elaborated separately in this document. An overlap among these areas, however, is to be expected and is viewed as a positive. In other words, teaching, research, service, advising, and/or professional development should be seen as integrated parts of the whole job description; where possible, faculty members should look for opportunities in which each part can inform the other. Thus, faculty members' contributions should be viewed holistically across teaching, research, service, advising, and professional development. Aligned with the principles outlined in the Pythian Paper, "Best Practices for Making Tenure Decisions: Philosophy, Criteria, and Expectations," every component of a faculty member's job description holds significant importance. Consequently, exceptional performance in one area cannot compensate for weak performance in another. Finally, an effective college culture is cultivated and maintained when faculty members are good citizens who engage in their work for the benefit of all—including students and colleagues.

Note that faculty members' job descriptions are renewed and can be modified by their supervisor annually and that changes in job description categories and percentages impact the expectations by which faculty members will be evaluated. Faculty members who receive funding for course buyouts, whether through internal or external funding sources, are expected to shift the relevant job description percentages to other areas, in consultation with college and school administrators.

The timing and the process for reappointment, tenure, promotion, and fixed term, as well as for extensions and early tenure, are provided in UW Regulation [2-7](#) and the University of Wyoming's Standard Administrative Policy and Procedure (SAPP) 2-7.2. Faculty wishing to go up early should work closely with their school director to discuss expectations and establish a timeline. Figure 1 provides a step-by-step overview of the reappointment, tenure, and promotion process, as it is relevant to College of Education faculty members.

Figure 1. Evaluation process



The remainder of this document consists of five sections, each relevant to and providing information about a particular aspect of a College of Education faculty members' job description: Teaching; Research, Scholarship, and Creative Activity; Service; Advising; and Professional Development. Appendix A provides additional information regarding the required narrative statement.

### ***TEACHING***

Teaching is the largest proportion and most important aspect of most faculty members' job descriptions in the College of Education. Education faculty are expected to perform at a high level in their teaching; our students look to the faculty as role models as they are being prepared to do professional work in schools or other educational settings. Effective teachers are lifelong learners who continue to improve their teaching skills, their scholarly depth, and their ability to structure productive learning environments. Effective teaching may take place in various delivery modes in the college. Thus, regardless of the mode of course delivery, quality teaching is crucial. Evaluation of teaching effectiveness is conducted within the context of teaching, including face-to-face, online-asynchronous, online-synchronous, hybrid, and supervision of practica, internships, and/or residency.

Evaluation of teaching effectiveness is complex, so documentation should consist of multiple sources and perspectives. Faculty narratives should reflect on efforts of continual refinement, and improvement throughout the academic career.

Documentation of teaching effectiveness must include self-reflection, administrative observations/review, and student evaluations. Additional documentation could include peer observations, participation in professional development experiences, connecting research to teaching, development of original course materials, a solid repertoire of courses, course/program revision and development, evidence of student learning, and/or teaching awards.

Faculty in the College of Education who are being considered for reappointment, tenure, promotion to associate professor, or promotion to associate lecturer are expected to demonstrate effectiveness in teaching by showing a trajectory of consistent growth during the review period: across multiple years, and multiple courses. When considering student evaluations, for instance, patterns of ratings and themes in student comments should be viewed over time. Faculty must demonstrate the ability to structure productive and engaging learning environments. They are also expected to contribute to curriculum discussions, course/module development, accreditation, and program planning in the College of Education and across the university.

#### Promotion to Full Professor and Promotion to Senior Lecturer

Full professors and senior lecturers are expected to continue their trajectory of growth in teaching, providing leadership in curriculum development, course/module and program planning and evaluation of assessments for accreditation. As expert classroom teachers, full professors and senior lecturers are expected to meet student needs in innovative ways, and to hold students to the highest of standards. These faculty members are expected to provide mentorship in teaching to faculty members and/or graduate students in activities such as co-teaching, teaching demonstrations, or peer/administrator evaluations.

#### ***RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY***

The essential considerations employed to evaluate faculty members' scholarship are quality and productivity. Successful faculty demonstrate consistent productivity over the course of their academic careers with annual evidence of scholarly contributions. This productivity leads to a clearly identifiable line of research, while targeting key outlets for dissemination of research findings and constructing a long-term implementation timeline. Evidence of a growing national/international reputation in research dissemination must be a part of the faculty member's record. This section provides information to support faculty members whose job description includes research, scholarship, and creative activity.

It is assumed faculty members will engage in different kinds of research and dissemination activities (e.g., peer reviewed journal articles, books, chapters and edited volumes, invited articles, conference presentations, funded grant proposals). By means of a variety of single/multiple authorships and collaboration with students, faculty members can demonstrate their abilities to lead, collaborate, and complete projects successfully. The critical factor is that the faculty member's research results in a steady, robust set of contributions over time with an emphasis on quality and leadership in a clear line of research. Expectations for the amount of scholarly activity are difficult to quantify. Factors such as the nature of the research and the time required for peer review/revision

call for flexibility in order to accommodate the realities of research dissemination. Therefore, a faculty member's research productivity is best evaluated over a period of time to account for variations in types and venues of research output that can be explained by individual faculty members in their narrative materials for reviews, applications for sabbaticals, etc. Many faculty have opportunities to collaborate on publications outside of their established research agenda. Those activities are not discouraged; however, such work should not form the corpus of a scholarly record. Since every faculty members' scholarship is unique, faculty members are encouraged to work with their school director to determine how their specific scholarly endeavors fit into the categories of 'Essential' and 'Supporting.' **Note: All research involving human subjects must have received IRB approval prior to collecting data.** Failure to secure advanced IRB approval may result in formal reprimands and disciplinary action.

### **Building a Scholarly Record Worthy of Consideration for Tenure and Promotion**

- Articulate a coherent and focused scholarly agenda and how scholarly activity aligns with that agenda.
- Demonstrate the ability to lead research projects to publication as a single author or as lead author.
- To the greatest extent possible, publish in top-tier and mid-tier journals. The quality of the journal and the impact of the article are considerations in assessing the individual faculty member's scholarly accomplishments.
- Grant work is most valuable when the outcomes of that work result in scholarly publications.
- Leverage conference presentations as a vehicle for scholarly publications.
- Strive to build a scholarly record that is indicative of an obviously successful and promising early career.

The following section describes two types of products that may be considered in evaluation of research activities for faculty members at all ranks in their scholarly careers. **Essential productivity is required; supporting productivity exhibits additional contributions that buttress and reinforce a rich and impactful record of scholarship.** These indicators of productivity are crafted for typical tenure-track research expectations associated with 25% - 27.5% of the faculty member's job description. Expectations are commensurately increased for those faculty members whose job descriptions include more than 25% - 27.5% research.

### **Essential Productivity**

- An average of one peer reviewed journal article per year
- A minimum of one single author or lead author journal article for promotion to Associate Professor. (UW SAP 2-7.3 on *intellectual independence*)
- An average of one refereed or invited conference presentation per year

### **Supporting Productivity**

- Competitive, external grant proposals that are funded for research.
- Invited manuscripts in peer-reviewed publications
- Book chapters
- Editor or co-editor for an edited book

- Editor or co-editor for a journal or other publication
- Invited conference presentations
- Conference proceedings
- Creative contributions (see UW Reg 5-803 for working definition of creative contributions and evaluation guidelines)
- Evaluation reports and other research projects that have potential to lead to publication
- Book or test reviews
- Research proposals (pending notification of funding or unfunded)
- Engagement in forms of modern scholarship (i.e. – blogs, open access journals, etc.)
- Opportunistic collaborations and publications outside of the candidate's established research agenda

#### External Review Process for Tenure and/or Promotion

Faculty being reviewed for tenure and/or promotion must have external review letters in accordance with university policies and practices. The process of external review is designed to assess the impact of a faculty member's work in her/his foci of study. When a candidate seeks tenure and promotion, selections from a candidate's record are sent to recognized scholars in appropriate fields of expertise for external review. It is the candidate's responsibility to demonstrate the connections between scholarship and area of expertise. Assessments of a candidate's scholarly contribution to the field by these external reviewers provide guidance and objectivity to reach an informed decision regarding the candidate's tenure and promotion decision. Faculty should work closely with their school director to discuss expectations, requirement, and timelines.

#### Promotion to Full Professor

The guiding document for promotion to full professor, *Promotion to Full Professor: Philosophy, Standards, Strategies, and Best Practices for Candidates*, can be found on the University of Wyoming web site for Academic Affairs. It is a critical read for those considering promotion to full professor. "Full professors manifest the 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" (McCracken-Flesher, 2010).

The promotion to the rank of full professor is not a reward for longevity or time served in rank. Beyond expectations for tenure track faculty, professors are expected to provide academic leadership in which they 1) are recognized nationally/internationally for a body of work reflecting long-term scholarship, 2) demonstrate superior capacity for direction of graduate study and research, and 3) demonstrate leadership in mentoring untenured faculty in their research efforts. Additionally, leadership may include journal editing or governance, leadership in professional organizations that support and disseminate research, or taking on the role as public intellectual through newspaper columns, interviews, blogs, and other contributions to the public discourse. Promotion to full professor requires strong performance in all areas of one's job description. It is not sufficient to provide service just to a given field; faculty seeking promotion to full professor should demonstrate citizenship within their college and university.

### Documentation

All essential products (see Essential Productivity) and evidence of supporting research activities are cited in a candidate's CV, discussed in the narrative, and included in WyoFolio / WyoVitae.

### ***SERVICE***

The term *service* implies that faculty as university citizens actively participate in advancing the interests of degree, certificate, and endorsement programs, the department, the college, and the university for the benefit of the institution, the profession, the students, and the community. A faculty member's participation in the governance of the department, service to the college and university, and service to professional organizations and communities related to the faculty member's teaching and research enhances the faculty member's professional standing and brings recognition to the department, the college, and the university.

Service is recognized as a significant contribution by faculty and is considered during annual and decision year reviews. Percentages on service may vary depending on the service requirements in each faculty member's job description.

Service to the department, college, university, community, and profession is an integral component of a candidate's professional obligation. The Wyoming School-University Partnership provides excellent opportunities for providing service to the community and profession. Active participation and presence are expected for all service responsibilities.

To achieve tenure and promotion to associate professor or extended term and promotion to associate lecturer, faculty members must demonstrate a sustainable service record that indicates active participation and responsibility. This record typically consists of some combination of service to the institution, profession and community, including membership on department, college, and university committees, program and curriculum development, program improvement efforts, faculty advisor for student organizations and service to a professional organization (see options above). In some cases, faculty provide community service through outreach and training in P-12 settings or through membership on local or state boards and committees, and non-profit organizations, agencies.

To achieve full professor status, faculty members must demonstrate an ongoing and consistent record of commitment to service and leadership. Leadership within the college and university must be demonstrated as a tenured, senior faculty member. Those who desire to be promoted to the rank of full professor at UW must present a record of consistent, active, and engaged service and leadership in their program(s), school, the college, and the university. Full professors and senior lecturers will continue to engage fully in program improvement efforts and work well as productive team members in those efforts. Furthermore, when enacting service and leadership opportunities it is expected that senior tenured faculty and senior lecturers will fulfill these commitments reliably and with excellence.

### ***ADVISING***

Graduate advising is an integral part of a faculty member's job and essential to the teaching and learning mission of our college and university. Graduate advising is expected of all faculty.

Advising encompasses knowledge and decision-making related to the selection of academic programs, curriculum, and courses in keeping with the student's life and career goals.

Advising includes mentoring and supporting students in a variety of ways specific to their development level, such as serving as a member of a student's graduate committee or including the student as a member of a research team. Faculty members are expected to accept and seek opportunities to serve on graduate student's doctoral committees.

Tenured faculty members and associate lecturers in the College of Education must continue to engage fully in advising and work well as productive team members in those efforts. To achieve promotion to full professor advising commitment must include documentation of service in a leadership capacity including chairing committees at the college and university levels and taking on more time-intensive service commitment in a regional, state-wide, national, or international level.

### ***PROFESSIONAL DEVELOPMENT***

The job description for lecturers of all ranks requires professional development, which is defined here as engaging in activities as a participant or facilitator to promote professional growth and improvement to enhance the ability to accomplish teaching responsibilities. Professional development should be a focused, sustained effort designed to meet established goals. A faculty member's professional development agenda should be documented for promotion and extended term. Examples of activities include service, scholarship, administration, continuing education, mentorship, internal/external funding, and curriculum development. Professional development may also include the facilitation, outreach, and training in P12 settings or organizations and agencies related to the candidate's field. This is broadly defined to allow maximum flexibility for Lecturers.

All Lecturers must engage in professional development activities that improve performance in other aspects of the job description. Professional development can be unique to the individual and may occur at the local, regional, national, or international levels. Connections between teaching and professional development should be addressed in the narrative.

### **Promotion to Associate Lecturer or Senior Lecturer**

To achieve extended term and promotion to associate or senior lecturer, faculty members must demonstrate a sustainable professional development agenda. This record typically consists of a combination of professional development that can include service, scholarship, administration, continuing education, mentorship, extramural funding, and curriculum development.

## **LECTURER PROMOTION**

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. 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.

### ***TEACHING***

#### Assistant Lecturer

Assistant lecturers 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

Associate lecturers 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. Such activities may include but are not limited to the following.

- Contributions to the design, development, and oversight of curriculum in specific courses.
- Significant involvement in the coordination of curricula in different courses.
- Demonstrated breadth and versatility of teaching in a range of courses.
- Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline.

#### 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.

The following list contains some possible elements of such a record; the list is not exhaustive.

- Demonstrated proficiency in the management of specific courses.
- Documented participation in national or international discourse on Guidelines for Extended-Term Faculty Page 8 of 14 evolving knowledge in the field, curricular developments, and teaching techniques.
- Participation in the solicitation or administration of external funding to support teaching initiatives.
- Sustained effectiveness in the mentorship of other teachers, including graduate assistants, other faculty members, or other instructional staff.
- Substantive involvement in interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools.



## **EVALUATION GUIDELINES FOR INTERNAL REVIEW**

Evaluation should be a holistic evaluation. Evaluators have a duty and responsibility to provide thoughtful comments directly connected to all aspects of the candidate's job description. Evaluators should consider the projection of future success when making determinations.

- Evaluating teaching should involve reviewing numerous pieces of data, not just course evaluations. While reviewing course evaluations, evaluators should consider overall evaluations not just one semester or course. Faculty are encouraged to innovate and explore without fear of reprisal. Faculty should speak to lower course evaluations in their narrative related to their growth and development as a teacher.
- Evaluators should use data when evaluating one's research and scholarly trajectory. Faculty should speak to their line of research in their narrative which should be considered when evaluating candidate's activities. Faculty should have a combination of essential and supportive activities.
- Evaluating a faculty member's service should involve considering service to the department, college, university, community, and profession. This should include active participation and presence in all service responsibilities.
- When evaluating advising, one should consider how the candidate mentors and supports students. Faculty are expected to seek out opportunities to serve on graduate student's doctoral committees.
- Professional development will look different for each candidate. The candidate should outline their professional development agenda in their narrative. Evaluators are looking for ways in which the candidate engages in activities to promote professional growth.

## **MOVING FORWARD WITH THIS REVISED DOCUMENT**

The 2024 College of Education Reappointment, Tenure, Fixed-term, Promotion, and Post-Tenure Guidelines apply to all new faculty hired subsequent to the date of the adoption by the faculty according to the Bylaws of the College of Education.

Those faculty members hired prior to the date of the adoption of the 2024 College of Education Reappointment, Tenure, Fixed-term, and Promotion Guidelines may elect to go up for tenure or promotion under either the 2020 or 2024 guidelines. If faculty members who were hired before 2012 are seeking promotion to Full Professor, reviewers will examine their record from associate to full under their choice of (2020 or 2024) guidelines since their record from assistant to associate was examined under previous Reappointment, Tenure, Fixed-term, and Promotion Guidelines. These candidates hired prior to the date of the adoption of the 2024 College of Education Reappointment, Tenure, Fixed-term, and Promotion Guidelines must declare at the time of application for promotion or tenure which of the College of Education Reappointment, Tenure, Fixed-term, and Promotion Guidelines they are electing to use, 2020 or 2024. Once determined, the faculty member will be held to the choice of the 2020 or 2024 College of Education Reappointment, Tenure, Fixed-term, and Promotion Guidelines until the promotion or tenure application is awarded. Once promoted the faculty member must adhere to the 2024 College of Education Reappointment, Tenure, Fixed-term, and Promotion Guidelines.

## APPENDIX A – NARRATIVE STATEMENT FOR RT&P PACKETS

The College of Education faculty recognizes the critical role reflection plays in our practice, offering each of us the opportunity to consider accomplishments and areas for improvement as we move toward career goals. To encourage this practice, faculty members and lecturers who are coming forward for reappointment, promotion, or tenure are expected to provide a self-statement (referred to as a narrative), to be placed in their reappointment case. The purpose of the self-statement is not to repeat information found in one's vita or reappointment case, but rather to reflect conceptually on the activities of the previous years in all areas of the job description. Faculty should ensure the self-statement is clearly written, carefully edited, professional, and concise; it must address each component of one's job description. There is no restriction on the length of the narrative. The Dean may provide a suggested length.

Reflections on **teaching** should include teaching goals and a discussion of the manner in which one is striving to achieve those teaching goals. This might include a discussion of changes that have been made to courses taught and a reflection on how such changes add to the nature and success of these courses; alterations that have been made to courses in response to concerns expressed by students, department heads, or peer reviewers in the previous years' reviews; revisions to assessments; and plans for development or refinement of courses in the coming years. In addition, faculty members are expected to evaluate teaching goals based on the previous submissions of the packet and to provide teaching goals for the following year. Faculty should also explain any course reductions or special projects being conducted in lieu of teaching.

Reflections on **research** should include a clearly defined and articulated research line related to one's discipline. The research line should have one clear area of focus. One might include a discussion of how publications, presentations, grant work, and other research contribute to an increasingly focused research line; responses to comments in the previous years' reviews about the nature and content of previous research; and works-in-progress including plans for research publications and presentations in future years that enhance a faculty member's identified research line. Faculty should also speak about the impact of research on their field. This could include information about the tiers of the journals in which they publish, or quartiles, or Google scholar (and other) metrics. Overall, reflections on research should include reflection on the following elements of a research record: quantity, quality, leadership, trajectory, and impact.

Reflections on **service** should not simply list service activities, but reflect on how these activities enrich and support personal teaching and research, as well as department, college, and university needs. One should speak to their responsibilities and accomplishments in various service activities. This section should help the reader get a sense of one's individual growth in contributing to one's community and discipline over time, as well as document what one contributed.

Reflections on **advising** should not simply list names, but rather, the ways working with graduate students enrich teaching, research, and/or professional development. One should highlight exceptional accomplishments of graduates. In addition, faculty should describe how they mentor colleagues and students as well as how these activities contribute to the continued success of programs, departments, the college, and/or the university.

Reflections on **professional development** (for lecturers) should describe and reflect on how various professional development activities support growth in teaching, service, and advising in the academic professional's position. In short, one should discuss specifically how professional

development-related work informs teaching goals. One should speak to their responsibilities and accomplishments in various professional development activities. One should also include professional development goals for the coming year and an evaluation of the previous goals.

Finally, in the tenure and/or promotion year the self-statement should concisely and precisely synthesize the effort of previous years to help colleagues understand how the work of previous years has resulted in growth/excellence in all areas of one's job description. Colleagues should be able to see how efforts in all areas of one's job description have created a clear career trajectory with increasingly accomplished results in all areas.