

COLLEGE OF EDUCATION

Reappointment, Promotion and Tenure and Post-Tenure Review Guidelines:

A Supplement to UW Regulations 5-803, 4-408, and 5-808

Approved by Faculty December 14, 2012

The strength of the College of Education lies in the quality of its faculty and students. Decisions regarding faculty reappointment, promotion, tenure, and post-tenure review 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. The purpose of this supplementary document is to articulate and clarify College of Education expectations for reappointment, tenure, promotion, and post-tenure review. The primary areas of Teaching, Research, Advising, Professional Service, and Professional Development are elaborated separately in this document. For each major job responsibility, this document outlines assumptions, potential activities, and how those activities might be documented. Overlap among these areas, however, is to be expected and is viewed as a positive. In other words, research, teaching, advising, and service 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.

The timing and the process for promotion and tenure, as well as for early tenure, are explicated in UW Regulation 5-803.

TEACHING

Teaching is one of the most important aspects of a faculty member's job, particularly 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 workplace settings. This section includes assumptions about teaching in the College of Education as well as a brief description of expectations for reappointment, tenure, promotion to associate professor, and promotion to academic professional

associate lecturer. In addition, expectations for post tenure review, full professors, and academic professional senior lecturers are included.

Assumptions

The following assumptions guide teaching in the College of Education:

- Effective teaching is necessary for success as a College of Education faculty member.
- Effective teachers are lifelong learners who continue to improve their teaching skills, their scholarly depth, and their ability to structure productive learning environments. This growth begins when faculty members are hired and identify specific teaching goals. Faculty members continue to refine and improve their teaching throughout their academic careers.
- Evaluation of teaching effectiveness is complex. It requires input from multiple sources, including peers, students, and administrators. In addition, evaluation of teaching should include review of teaching/learning artifacts such as syllabi, assessment measures, and student work. Self-evaluation of teaching effectiveness is also important for continued improvement.
- Effective teaching takes place in a variety of delivery modes in our college. Evaluation of teaching effectiveness is conducted within the context of the teaching including online; video- and audio-conferencing, hybrid, and supervision of practica/internships/student teaching.

Reappointment, Tenure, Promotion to Associate Professor, and Promotion to Academic Professional Associate Lecturer

Faculty in the College of Education who are being considered for reappointment, tenure, promotion to associate professor, or promotion to extended term academic professional associate lecturer are expected to demonstrate effectiveness in teaching by showing growth in teaching skills and in the ability to structure productive and engaging learning environments. They are also expected to contribute to curriculum discussions as well as course and program planning. Faculty should also participate in professional development focused on teaching (such as ECTL workshops or a web-based video series).

Documentation

In order to document effective teaching, faculty members should take the following steps:

- The faculty member must provide copies of student evaluations for all on-load and overload courses that are taught prior to tenure or promotion, including practica, internships, and student teaching supervision.
- At least once per year, the faculty member must arrange a classroom visit by a tenured/extended term peer or administrator. A written evaluation by the peer/administrator should be included in T&P materials.
- The faculty member must provide a self-evaluation of teaching once per year after fall semester, considering feedback from student and peer/administrator evaluations. The self-evaluation will include a review and assessment of goal completion from the prior year, demonstrating steps for continuous improvement, and also a statement of goals for the following year. The self-evaluation will be included in T&P materials, as part of the narrative statement.

Post-tenure Review

In keeping with University policy, associate professors, extended term academic professionals, and full professors are subject to review every three years. Faculty members must maintain the standards of teaching associated with their rank. If faculty members fail to meet the teaching standards specified in this document, adjustments in the job description or other steps may be taken.

Promotion to Full Professor and Promotion to Academic Professional Senior Lecturer

Full professors and academic professional senior lecturers are expected to continue their trajectory of growth in teaching by expanding their repertoire of teaching strategies (including technological tools), providing leadership in curriculum discussions as well as course and program planning and evaluation of assessments. 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. The most successful faculty members are those who connect teaching to their scholarship. These faculty members are expected to provide mentorship in teaching to faculty members and/or graduate students in the form of activities such as co-teaching, teaching demonstrations, or providing peer/administrator evaluations.

Documentation

Evidence of expertise in teaching is shown by the following:

- The faculty member must provide copies of student evaluations for all on-load and overload courses for the past three years, including practica, internships, and student teaching supervision.
- The full professor must meet with a tenured peer or administrator periodically to discuss and present evidence to show expertise in teaching. In addition, the peer/administrator will conduct a classroom observation. Written feedback will be provided to the full professor and the department head.
- After the peer/administrator review, the full professor will provide a self-evaluation of teaching considering feedback from student and peer/administrator evaluations. The self-evaluation will also include an assessment of goal attainment based on the prior review, as well as goals for the following review. The self-evaluation will be submitted to the department head.

RESEARCH

Successful researchers demonstrate consistent productivity over the course of their academic careers with annual evidence of scholarly contributions. This begins when faculty members are hired and establish their research goals. These goals should include a definition of one or more areas of scholarship upon which to focus, targeting key outlets for dissemination of research findings, and constructing an implementation time line. These goals should be revisited and updated on an annual basis. Also, please note that job descriptions for Academic Professionals in the College of Education do not typically include a research requirement, thus this section does not address research performance for Academic Professionals.

Assumptions

It is assumed that faculty members will engage in different kinds of research and dissemination activities (i.e., peer reviewed journal articles, books, chapters and edited volumes, invited articles, conference presentations, funded grant proposals). These activities are viewed holistically for each faculty member and will differ in measure and proportion depending on circumstances. 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 result in a steady, robust set of contributions over time with an emphasis on quality and leadership. Expectations for 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, post tenure reviews, applications for sabbaticals, etc. 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

- Peer reviewed journal articles (mix of top, mid-tier, and regional journals)
- Scholarly books, edited volumes, and chapters in edited volumes in one's research field (those that undergo a critical assessment both before and after publication)

Supporting Productivity

- Competitive grant proposals that are funded for research (not to include contract work)
- Refereed/invited conference presentations (includes discussant) and conference proceedings
- Book or test reviews
- Research proposals (pending notification of funding or unfunded)
- Creative contributions (see UW Reg 5-803 for working definition of creative contributions and evaluation guidelines)
- External Review for colleagues seeking tenure and promotion at other institutions
- Editor or co-editor for a journal or other publication
- Invited manuscripts in peer-reviewed publications
- Evaluation reports and other research projects that have potential to lead to publication.

Successful candidates for tenure and promotion must demonstrate consistent essential productivity over time, with an average of at least one example of Essential Productivity and an average of at least one example of Supporting Productivity each year. Essential Productivity includes products or dissemination of research in refereed or critically reviewed publications. Supporting activities will provide opportunities for candidates to network with other researchers,

build a growing national/international reputation, and demonstrate potential for essential productivity.

The Scholarly Career

Scholarly research is vastly different between one academic unit and another across the university. But work with professional promise shares some features: it is thoroughly grounded in its discipline or disciplines; it is innovative; it has leadership potential in the field; it is well known and appreciated in the field both nationally and internationally for its difference, importance, and impact. (Best Practices for Promotion to Full Professor: Philosophy, Standards, Strategies, and Best Practices For Candidates, McCracken-Flesher, 2010, Pythian Papers on Academic Careers)

As faculty members progress along a career trajectory, their research evolves in a manner that informs and enhances all dimensions of academic work: "...what we researched yesterday we teach today, and build upon tomorrow, at the highest levels of refinement we can achieve" (McCracken-Flesher, 2010). In assessing an individual faculty member's scholarly accomplishments, consideration must be given to:

- Works of exceptional quality as evidenced by the reputation of the publishing house, journal, conference, or granting agency;
- The impact of the work on the profession;
- The quality of the review process;
- The nature of awards/honors resulting from scholarly contributions to the field.

Reappointment, Tenure, and Promotion to Associate Professor

An established, ongoing, refereed publication record with both Essential and Supporting Productivity activities annually is required for reappointment, tenure and promotion to Associate Professor, as described above. Research productivity is evaluated over time. Although a refereed publication record is required for tenure and promotion, a mix of publications is encouraged. That mix may include scholarly books and edited volumes (those that go through a critical assessment, both before and after publication) as well as contributions to edited volumes and manuscripts to refereed journals. Success at securing competitive external research funding is highly valued; however, grants must lead to publication of results in order to carry the weight of scholarship. Collaboration among colleagues within departments and across campus is encouraged, can enrich investigations, and may result in joint authorship and publications.

Evaluation of the individual faculty member's contribution to such co-authored publications can be difficult to assess, and it is the responsibility of faculty members to make clear the extent of their contribution in supporting documents (i.e., Supporting Documents: Annual Narrative Summary). It is important for any faculty member to publish some scholarly works as first or single author.

Evidence of a growing national/international reputation in research dissemination must be a part of the faculty member's record. 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 comes up for tenure and promotion, selections from a candidate's record are sent to recognized scholars in appropriate fields of expertise for external review. Assessments of a candidate's scholarly contribution to the field by these external reviewers weigh heavily in the tenure and promotion decision-making process.

Post-tenure Review

In keeping with University policy, faculty members are subject to review every three years. Professors must maintain the standards of scholarship associated with their rank. If professors fail to meet the research standards specified in this document, adjustments in the job description or other steps may be taken.

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. 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) take an active role 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, and other contributions to the public discourse. Promotion to full professor requires strong performance in all areas of one's job description. An internationally recognized researcher who does not serve as a role model for effective, versatile teaching and professional service will not be viewed as eligible for promotion to the rank of full professor.

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 Packet Two as appropriate.

SERVICE

This section outlines service expectations for College of Education faculty members and should be used to interpret and evaluate individuals' job descriptions.

Assumptions

Service to the department, college, university, community, and profession is an integral component of a faculty member's professional obligation. The term *service* implies that faculty as university citizens actively participate in advancing the interests of the department, the college, and the university for the benefit of the institution, the profession, 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 tenure and post-tenure review years. Percentages on service may vary depending on the service requirements in each faculty member's job description; typically a service load of 5% is the norm in the College of Education. It is expected that faculty members will engage in some work at each of the following levels over the course of his or her career:

I. Service to the institution

Service to the institution may include but is not limited to the following:

- Participate in department, college, university committees or other affiliated academic units university wide;

- Participate in the administration and governance of the institution;
- Participate in program and curricular development; and
- Contribute to student activities, such as serving as the faculty advisor to a recognized student organization.

II. Service to the profession

Service to the profession may include but is not limited to the following:

- Service to professional organizations as a reviewer of manuscripts or proposals;
- Service as an elected officer or member in a state, national, or international professional society that recognizes excellence within the field;
- Service to a professional organization as a committee member or committee chair;
- Service on an editorial board or as a reviewer with an academic publishing house or academic journal; and
- Service as a reviewer for academic programs at other universities or colleges.

III. Service to the community

Service to the community may include but is not limited to the following:

- Participate in outreach to pre-K through 12th grade schools and training programs in the field;
- Service in community or state-wide boards, such as Wyoming Humanities Council or the Laramie Plains Civic Center; and
- Consulting activities for community or government organizations.

Documentation

Documentation of service should address the complexity, magnitude, and duration of the service provided. Documentation may include self-evaluation in the faculty member's narrative, department chair and/or department faculty evaluation, letters of acknowledgement from community leaders for public service, and commendations of faculty, colleagues, and/or university leaders addressing service activities.

Reappointment, Tenure, Promotion to Associate Professor, and Promotion to Academic Professional Associate Lecturer

To achieve tenure and promotion to associate professor or extended term and promotion to associate lecturer, faculty members must demonstrate a service record that reasonably predicts meaningful and successful service in the future. This record typically consists of some

combination of service to the institution, profession and community, including membership on department and college committees, program and curriculum development, 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.

Post-Tenure Review

In post-tenure review, full and associate professors will be evaluated every three years on the quality and quantity of their service contributions. Professors are expected to maintain a consistent record of ongoing service work commensurate with the percentage of service defined in the job description.

Promotion to Full Professor and Promotion to Academic Professional Senior Lecturer

To achieve full professor or academic professional senior lecturer status, faculty members must demonstrate an ongoing record of commitment to service. This commitment may include but is not limited to demonstrating a willingness to serve in a leadership capacity or chair committees at the college and university levels and occasionally to take on a more time-intensive service commitment in a regional, state-wide, national, or international level.

ADVISING

High quality graduate and undergraduate advising is crucial to the teaching and learning mission of our college and university. Mutual respect, trust, and ethical behavior are the foundation of the advising relationship between student and advisor to ensure interactions supportive of the student becoming an educated citizen in the global community.

Assumptions

- All faculty members and academic professionals have advising responsibilities.
- Advising is based on the ideals of the university's mission, culture, and expectations with an understanding of campus/community resources, policies, and procedures.
- 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, e.g. serving as a member of a student's graduate committee or including the student as a member of a research team.

Responsibilities

- Advisors help students develop a sound educational plan based on their abilities and interests, set meaningful goals, assume responsibility to meet the goals, and move toward a lifetime of learning.
- Advisors are expected to be fully informed about the program's degree requirements, provide sufficient advising time for all advisees, and attend to necessary petitions and paperwork in a timely manner.
- Advisors are responsible for helping students develop a realistic self-perception and meet their goals; to do so they may refer students to the university Writing Center, Oral Communication Lab, Disability Support Services, etc.
- Students' psychological well-being is necessary for academic success, thus advisors should refer students to the University Counseling Center, Counselor Education Training Clinic, or other available resources as appropriate.
- Advisors seek additional knowledge as needed and are prepared to guide students regarding enrichment activities such as study abroad, internship opportunities, and student clubs/honoraries.
- Although students are ultimately responsible for their successful and timely progress through a program, advisors bear responsibility to maintain clear lines of communication to support students in the best possible professional manner and foster individual potential.

Reappointment, Tenure, Promotion to Associate Professor, and Promotion to Academic Professional Associate Lecturer

Faculty members will have a full advising load as established by the college, although minimal advising responsibilities will be given to first year, tenure-track Assistant Professors and Academic Professional Assistant Lecturers. To meet the needs of students with whom they work, faculty members are expected to provide competent advising, encompassing knowledge of degree requirements and referral resources, in order to complete, in a timely fashion, all student advising responsibilities. Faculty members are expected to participate in collaborative efforts with colleagues to encourage student academic success and to show willingness to engage in nurturing and mentoring activities to connect students with each other and with faculty.

Post-tenure Review

In post-tenure review, full and associate professors as well as senior and associate lecturers will be evaluated every three years on the quality and quantity of their advising contributions. Professors are expected to maintain a consistent record of ongoing, competent advising work commensurate with the percentage of advising defined in the job description.

Promotion to Full Professor and Promotion to Academic Professional Senior Lecturer

Faculty members who are being considered for promotion to Full Professor or to Academic Professional Senior Lecturer should demonstrate the following:

- Collegial participation as a member and chair of a number of graduate committees as appropriate for the program and job description;
- Successful leadership related to a variety of mentoring and retention activities for students;
- Innovation and creativity employed to improve student advising and mentoring;
- Effective contributions as a role model to untenured faculty and students related to advising and mentoring; and
- Nurturing of students “as stewards of the discipline, its potential, and its ethics in and beyond the university,” including supporting students in conference presentations (McCracken-Flesher, 2010).

Documentation

Discussion of advising should be included in the candidate’s narrative. Additional appropriate documentation may include a list of advisees, effectiveness of advising as measured by the college’s system of advising evaluation, and the magnitude of mentoring of students and untenured faculty.

PROFESSIONAL DEVELOPMENT

The job description for academic professionals of all ranks requires professional development, which is defined here as engaging in professional growth and improvement activities to enhance the ability to accomplish teaching, service, and advising responsibilities.

Assumptions

- Professional development refers to involvement in activities that improve performance in other aspects of the job description.
- Professional development can be unique to the individual and can occur at the local, regional, national, or international level.

- Information gained through professional development activities should be shared with colleagues, perhaps in department meetings or other venues.

Promotion to Academic Professional Associate Lecturer or Senior Lecturer

For *10% professional development* in a job description, the expectation is at least three activities per year over a 3-year running average. For *20% professional development*, the expectation is at least six activities. Professional development should be a focused, sustained effort designed to meet established goals. A faculty member's professional development agenda should be designed in consultation with the department head and a faculty mentor. Examples of professional development could be taken from the following activities:

- Design, development, and oversight of curriculum in specific courses;
- Participation in continuing education or workshops and conferences that contribute to improvement of job performance in teaching, advising, and/or service;
- Participation in the solicitation or administration of external funding to support teaching initiatives;
- Mentorship of students, other APLs, or faculty;
- Involvement in interdisciplinary teaching efforts or collaboration with other university departments or community colleges;
- Scholarship related to teaching and learning and resulting publications;
- Active participation and leadership in education-related professional organizations; or
- Administrative responsibilities related to the faculty member's program area or job description.

Documentation

Documentation of professional development is included in the narrative statement. Faculty are evaluated on the extent, quality, and application of professional development activities to designated job roles and responsibilities. Documentation will be unique to the individual faculty member.

APPENDIX – NARRATIVE STATEMENT FOR T&P PACKETS

The College of Education faculty recognizes the critical role that 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 academic professionals who are coming forward for reappointment, promotion, or tenure are expected to provide a self-statement, to be placed in the front of their packets. The purpose of the self-statement is not to summarize accomplishments, but rather to reflect upon the activities of the previous year in all areas of the job description. The self-statement can be the length needed to put forward these reflections.

Reflections on **teaching** 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 year's packet; revisions to assessments; data considered in the writing of this narrative; and plans for development or refinement of courses in the coming year. 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.

Reflections on **research** might include a discussion of how publications, presentations, grant work, and other research contribute to an increasingly focused research agenda; responses to comments in the previous year's packet about the nature and content of previous research; and works in progress including plans for research presentation and publication in the next year that enhance a faculty member's identified research agenda.

Reflections on **professional development** (for academic professionals) should describe and reflect on how various professional development activities support growth in teaching, service, and advising in the academic professional's position. One should also include professional development goals for the coming year as well as an evaluation of the previous goals.

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. This section should help the reader get a sense of one's individual growth in contributing to one's discipline over time, as well.

Reflections on **advising** should not simply list names, but rather, the ways that work with undergraduate and graduate students enrich teaching, research, and/or professional development. One should highlight exceptional accomplishments of graduates, if known. 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, and/or the college.

In the tenure and/or promotion year the self-statement should synthesize the effort of previous years to help colleagues understand how the work of the past few years has resulted in productive teaching, research, service, advising, and contribution to your discipline. Colleagues should be able to see how efforts in all of these areas have created a clear career trajectory with increasingly accomplished results in all areas.

Academic Affairs Guidelines:

At this link, Click on “Protected for filling in forms” – see page 16 & 17

<http://www.uwyo.edu/acadaffairs/promotion/index.html>

At this link, Click on “Portfolio Checklist for Academic Professionals”

<http://www.uwyo.edu/acadaffairs/promotion/index.html>