



Department of Agricultural and Applied Economics Bylaws

I. PURPOSE

The Bylaws of the Department of Agricultural and Applied Economics in the College of Agriculture, Life Sciences, and Natural Resources are established by provision of UW Regulation 2-411 (Academic Organization).

II. PREAMBLE

The Department of Agricultural and Applied Economics (AGEC) delivers degree programs, outreach and engagement, and applied research focused in the areas of agri-business management and marketing, production economics, consumer behavior, environmental and natural resource economics, agricultural and food policy, and regional economics. The department offers one primary undergraduate degree, BS in Agribusiness, with three concentrations: Agribusiness Management, Farm and Ranch Management, and Livestock Business Management. The department also offers an MS in Agricultural and Applied Economics, and several graduate minor options.

The mission, vision, and values of AGECEC is strongly aligned with the land-grant mission and consistently supports college and university strategic plans:

MISSION – Empower Students and Citizens to Explore, Discover, Learn, Grow and Serve

VISION – The Department of Agricultural and Applied Economics is the partner of choice in the region for education, outreach and engagement related to the economics of agriculture, natural resources, consumer choice, community decision-making, and public policy.

VALUES

Economic Reasoning: The methods and lessons of economic reasoning provide a valuable foundation for critically evaluating the decisions we face, from day-to-day choices to the most complex social, natural resource, and political issues of our time.

Lifelong Learning: Continuous learning is a modern-day economic imperative – stagnant knowledge and worldviews are the antithesis of critical thinking. We are committed to lifelong learning and to empowering all learners with the tools and inspiration for life-long learning.

Teamwork and Collaboration: The issues facing Wyoming, the region, and the world require effective collaboration, both internal and external to the University, irrespective of disciplinary, socio-political, cultural, or other differences.

Character: We value the character strengths emblematic of the people of Wyoming – hardworking, honest, transparent, ethical, fair-minded – and strive to embody them in all that we do.

Diversity: Diversity in all its dimensions – including race, gender, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, political belief, socioeconomic status, and thought – strengthens and enlivens the community within which we teach, learn, and live.

Engagement: Engagement with, and outreach to, the citizens of Wyoming and beyond motivates our daily work. We are committed to effectively communicating with our stakeholders, and continually adapting to meet the contemporary needs of the people for whom we exist.

III. DEPARTMENT MEETINGS, VOTING PROCEDURES, AND FACULTY RIGHTS AND RESPONSIBILITIES

The meetings and voting procedures of the Department are designed to ensure transparency, effective communication, and shared governance. This section outlines the structure, frequency, and conduct of meetings, the processes for voting and decision-making within the department, and the rights and responsibilities of Department faculty.

A. Regular Meetings

Regular meetings shall be held on a consistent basis, typically once per month but no less than once per academic semester. The Head is responsible for scheduling and presiding over regular meetings, ensuring that all faculty members are informed on the time, location, and agenda at least one week in advance. Faculty members may submit items for inclusion in the agenda up to two days before the meeting date. Emergency items may be added to the agenda at the start of the meeting at the Head's discretion. Ex-officio members may be invited to any meeting at the Head's discretion to add needed expertise; ex-officio members do not hold voting rights. Academic advisors will be invited as ex-officio member to meetings whose agenda includes official business or voting on matters related to the undergraduate curriculum/degree requirements.

B. Special Meetings

Special meetings may be called by the Head or upon the request of at least one-third of the voting faculty. The purpose of the meeting must be clearly stated, and notification provided at least three working days prior to the meeting.

C. Membership, Quorum and Voting Procedures

- 1. Membership:** Except as otherwise stated in these by-laws, all full-time academic personnel, irrespective of title, job description or tenure/fixed term status, hold full voting rights on all matters brought forward for a vote of the faculty. Changes to undergraduate or graduate curriculum/degree requirements, or Department by-laws require a vote of the faculty. For all

other matters, the Head may request a vote at their discretion, or at the request of a majority of the faculty.

2. **Quorum and Voting Procedures:** A quorum for conducting official business or voting at any in-person meeting is defined as two-thirds of the faculty. Voting may be conducted by a show of hands, voice vote, or secret ballot, depending on the nature of the decision. Proxy voting is not permitted unless explicitly authorized by the department in advance for specific circumstances.

Decision-Making Threshold: Decisions require a simple majority vote of the quorum of members present. A higher threshold (e.g., two-thirds majority) may be specified a-priori for certain matters at the Head's discretion. In the case of a tie vote, the Head has the authority to cast the deciding vote or may defer the decision to a subsequent meeting.

Electronic Voting: Voting by email or other electronics means is permitted at the Head's discretion when official business cannot be conducted during regular meetings. To initiate electronic voting, the Head (or designee) shall present the motion in question electronically, allow sufficient time for electronic discussion (typically 72 hours) and revise the motion if appropriate, then request an electronic vote from the faculty. Faculty must consent to vote on the motion electronically and cast a vote in favor or against. A quorum for electronic voting is achieved when two-thirds of the faculty have cast an electronic vote. The decision-making threshold for electronic voting shall be the same as for in-person voting.

D. Faculty Rights and Responsibilities

In addition to performing regular duties of teaching, research, Extension, and service, the faculty are the legislative body of the Department and have the following rights and responsibilities.

Faculty have the right to:

- Know the expectations of their job assignment and how they will be evaluated.
- Discuss issues or concerns with the Head.
- Open professional discourse without fear of retribution.
- Know the Head's rationale for decisions unless disclosure violates University policy (e.g., FERPA, HIPPA, FMLA, and Title IX).

Faculty have the responsibility to:

- Know and operate within University policy and procedure, and College and Department by-laws.
- Attend department meetings and actively participate in the shared governance process.

IV. ORGANIZATION AND GOVERNANCE

A. Officers

- 1. Department Head:** The Department Head (“Head”) is the chief administrative and academic officer of the department. The Head is an “at-will” position assigned by the Dean of the College of Agriculture, Life Sciences, and Natural Resources (Dean) and approved by the Provost following processes established in college by-laws and [UW Regulation 2-8](#).

Responsibilities of the Head include:

- Providing strategic direction and leadership for the department.
- Overseeing faculty recruitment, evaluations, and tenure and promotions processes.
- Facilitating shared governance, including the appointment of faculty and staff to service/administrative positions, and holding regularly scheduled meetings of the faculty and staff.
- Managing departmental budget, resource allocation, and facilities.
- Coordinating teaching, research, and Extension activities within the department.
- Coordinating with the College Dean’s office to foster grants and contracts, and department participation in the Wyoming Agricultural Experiment Station.
- Coordinating with the Associate Dean for Academic and Student Programs to develop and implement learning assessment of department for-credit education programs, and support articulation and transfer agreement programs with Wyoming’s community colleges.
- Representing the department in college and university-level meetings and committees.
- Facilitating communication among faculty, staff, and students.
- Developing positive working relationships with internal and external constituencies to ensure effective departmental programs, including working with appropriate UW Foundation officers to secure funding from outside sources to enhance the overall mission of the Department.

B. Standing Committees

The Department relies on several standing and ad hoc committees, as well as advisory bodies, to support its academic, research, and Extension missions. The structure, roles, and responsibilities of these committees ensure effective governance, collaborative decision-making, and strategic guidance. This section outlines the composition, responsibilities, and operational procedures for departmental committees and advisory bodies.

- 1. Committee Structure, and Committee Chair Appointment, Review and Replacement:** Standing committees will be comprised of at least three Department faculty and staff. All committee members will be appointed by the Head, with faculty input, considering needed expertise and workload balance when making appointments.

One of the committee members will be appointed as the Chair (or Advisor) of the standing committee (or Network) by the Department Head. In recognition of the time commitment associated with service duties while serving as a Chair, the Head will appropriately acknowledge said duties in the annual workload within their respective job description.

Conditional on available resources, the Head may compensate appointed standing committee Chairs through a reduction in course loads or an administrative stipend.

Committee Chairs will be reviewed annually by the Department Head as part of the annual review process. The Department Head will seek input from committee members as deemed appropriate prior to the annual review process. The Department Head may replace the Chair at any time based on this review process.

After serving as Chair of a committee for a period of four years, the Head in concert with the Chair and committee will initiate a formal review of the Chair during which the committee members will provide evaluative feedback. The Head then decides whether to re-appoint the Chair for another term, or not.

If a Chair is replaced or chooses to step down, the Department Head will consult with the committee regarding potential Chair candidates from within existing committee members. The Department Head will then appoint a Chair based on information gathered from the committee and assessment of needed skills and expertise.

2. **Committee Membership and Terms:** Committee members are appointed by the Head based on nominations (self-nominations allowed) from the faculty and staff. All faculty and staff are eligible for membership on standing committees. Other members, such as academic advisors, students or affiliate faculty, may be appointed to standing committees at the discretion of the Head after consultation with the faculty. All appointed members of standing committees have full voting rights unless otherwise specified. Terms of membership on standing committees are not fixed. The Department Head may seek input from the committee Chair regarding committee member performance. The Department Head may replace committee members at any time based on performance issues.
3. **Undergraduate Committee:** The undergraduate committee is responsible for leading the Department on all matters related to undergraduate education, including:
 - Development and revision of undergraduate curriculum/degree requirements, including reviewing and making recommendations regarding any proposals from faculty for new courses, revising courses, course delivery, course offerings and timing, new minors, majors, or certificates.
 - Development of Department-level undergraduate education policies.
 - Facilitating undergraduate marketing and recruitment activities.
 - Designing and supporting learning assessment of undergraduate programs.The undergraduate committee shall meet at least once per semester. The committee may invite ex-officio members as needed to inform committee business.

Undergraduate Committee Chair: The undergraduate committee chair, appointed by the Head, is responsible for coordinating and leading all responsibilities of the committee, including but not limited to:

- Scheduling, setting agendas, and presiding over meeting of the undergraduate committee.
- Working with the Department Head, appropriate staff member(s), and the faculty to develop class schedules.
- Facilitating committee and faculty review and updates to the undergraduate curriculum to maintain standards deemed necessary by the faculty to achieve the goals and mission of the undergraduate program.
- Working with the appropriate College and University offices to create and submit required paperwork for any changes or additions to the curriculum, individual courses, minors, majors, or certificates.
- Leading undergraduate program evaluation and assessment, the results of which are to be communicated with the faculty on an annual basis.
- Reporting the Department's undergraduate assessment efforts and results to the appropriate University authority.
- Consulting with the Associate Dean for Academic and Student Programs, Academic Affairs, and Dean of Students offices to understand and relay College/University policies relevant to the duties of the undergraduate committee.
- Representing the Department at College and University events/meetings relevant to the purview of the committee.

4. Graduate Committee: The graduate committee is responsible for leading the Department on all matters related to graduate education, including:

- Curriculum/degree requirements development and revision.
- Designing and supporting learning assessment of undergraduate programs.
- Department-level graduate education policies.
- Graduate application processes and applicant review.
- Admissions recommendations.
- Selection of graduate student awards.

The graduate committee shall meet at least once per semester. The committee may invite ex-officio members as needed to inform committee business.

Graduate Committee Chair: The graduate committee chair, appointed by the Head, is responsible for coordinating all responsibilities of the committee, including but not limited to:

- Scheduling, setting agendas, and presiding over meetings of the graduate committee.
- Coordinating with the Head and staff to facilitate graduate student recruitment, admission, enrollment, registration, committee formation, and matriculation.
- Coordinating with the Head, staff, and faculty on graduate course scheduling.
- Coordinating with the Head, staff, and faculty on graduate student funding and resource allocation.

- Consulting with faculty and staff, upper administration, and the Graduate School, as appropriate.
- Representing the Department at College and University events/meetings relevant to the purview of the committee.
- Communicating graduate education policies and procedures to faculty and staff.

5. Alumni and Industry Engagement Network Advisor(s)

The AGECE Alumni and Industry Engagement Network (“Network”) consists of external alumni and industry professionals that commit to supporting the Department’s for-credit educational programs through a variety of activities. The network will be led by a steering committee of external stakeholders nominated by steering committee members and appointed by the Head. To administer Network activities, the Head will assign one or more advisors from the faculty. The advisor(s) will serve terms and be reviewed following the process for committee chairs (section B.1). The advisor(s) is responsible for coordinating network activities, including:

- Scheduling, setting agendas, and presiding over meetings of the Network steering committee, which shall meet at least once per semester.
- Working with staff, Head, and faculty to coordinate Network activities, including class visits, site visits, internships, student mentoring, social opportunities, and curriculum feedback.
- Keeping the faculty informed of Network activities.
- Coordinating with the College Academic and Student Programs office to schedule, market, and promote Network activities.

6. Agribusiness Community College Network Advisor(s)

The Agribusiness Community College Network (“CC Network”) consists of representatives from UW, UW-Casper, and each of Wyoming’s community colleges who are responsible for delivering agribusiness courses/degree programs in Wyoming. The purpose of CC Network is to coordinate the delivery of agribusiness degree programs in the state, including coordinating curriculum and course/degree requirements, addressing teaching/learning challenges, collaborating on experiential learning activities, and supporting community college transfer students. To administer CC Network activities, the Head will assign one or more advisors from the faculty. The advisor(s) will serve terms and be reviewed following the process for committee chairs (section B.1). The advisor(s) is responsible for coordinating network activities, including:

- Scheduling, setting agendas, and presiding over meetings of the CC Network steering committee, which shall meet at least once per semester.
- Working with staff, Head, and faculty to coordinate CC Network activities.
- Keeping the faculty informed of CC Network activities and opportunities to engage with the CC Network.
- Coordinating with the College Academic and Student Programs office and University articulation staff to market and promote CC Network activities.

C. Ad Hoc Committees

Ad hoc committees may be formed at the Head's discretion to address governance issues that fall outside the purview of standing committees. Membership and duties for ad hoc committees will be determined by the Head, following consultation with the faculty, and may include non-faculty members as needed. Ad hoc committees will have no set term but generally should not exceed one academic year in length.

In addition to Department-level ad hoc committees, representatives of the faculty will be assigned by the Head to serve on University and College standing committees, including:

- CALSNR - Course and Curriculum Committee
- CALSNR - Reappointment, Tenure, & Promotion Committee
- UW - Faculty Senate

Assignment to University and College standing committees will consider service balance and be recognized in annual workloads.

V. REAPPOINTMENT, TENURE, PROMOTION, AND FIXED-TERM ROLLING CONTRACTS

A. General Criteria for Promotion and Tenure

The criteria for promotion and tenure within the Department are designed to recognize and reward faculty achievements in teaching, research, Extension, and service. Faculty members are expected to demonstrate excellence in their primary area(s) of responsibility and show evidence of a sustained commitment to the Department's mission and the advancement of their field. The following general criteria apply:

- **Teaching:** Faculty should show a consistent record of high-quality teaching as evidenced by student evaluations, peer reviews, and other forms of instructional assessment. Excellence in teaching may include effective course design at levels commensurate with the discipline, innovative instructional delivery, student mentoring, integrating experiential learning and industry engagement in the classroom, and contributions to curriculum development.
- **Research:** Faculty are expected to contribute original research that advances knowledge within the discipline. Evidence of research excellence may include publications in peer-reviewed journals, grantsmanship, and presentations at professional conferences. Faculty can also demonstrate the impact of their research through citations, awards, or adoption of research findings by relevant stakeholders.
- **Extension and Outreach:** Faculty with extension appointments should develop and implement programs that address community and industry needs. Evidence of research excellence may include Extension publications, presentations for educational workshops or meetings, or direct engagement with stakeholders to ensure their research and expertise benefit the public.

- Service: Faculty are expected to participate in departmental, college and university service activities, such as serving on committees, contributing to faculty governance, or supporting student/Extension initiatives. Service to the professional community, such as leadership roles in academic societies or editorial work for journals, is also valued.

B. Tenure and Promotion Philosophy

The Department has a shared philosophy on standards for tenure and promotion, while recognizing that certain performance criteria are inherently subjective and do not lend themselves to exact measurement. Among the philosophical agreements are:

- Faculty should be evaluated on their contributions and commitment to the success of the Department, College, and University mission.
- Each of the responsibilities of teaching, research, Extension/outreach, and professional service is essential and weighted equally (in relation to the appointment split) in determining job performance.
- Evaluation of performance should consider future promise rather than setting minimum performance standards. In this sense, evaluation is a forecast of whether the faculty member's record of accomplishments during a particular period reflects commitment and promise to sustain a record of effective teaching, research, outreach, and service.
- Important to the determination of future promise are: maintenance of academic rigor; continuous record of output; impact in the discipline; satisfaction of clientele needs; student, peer, and administrator evaluations of teaching; and willingness to make contributions to the governance and advancement of the Department, College, University, and the academic discipline.
- Evaluations should consider quality as well as quantity.

C. Tenure and Promotion Procedures

The AGECE reappointment, tenure, and promotion process is consistent with [UW Regulation 2-7](#), [UW SAP 2-7.2](#), [UW SAP – Procedures for Implementing and Evaluating Rolling Contracts](#).

1. RT&P Meeting

Following University procedures, the faculty will hold a meeting each year solely dedicated to discussing RT&P cases in accordance with timeline specified by the College. The department representative on the College RT&P Committee is responsible for scheduling and presiding over this meeting. The head may be present, with the consent of the faculty, to listen and answer any clarifying procedural questions. During the meeting candidates for reappointment, tenure, and promotion will be asked to summarize their case, typically 15

minutes, followed by a question-and-answer period with the faculty. The candidate is then dismissed, and the faculty discuss the case in private.

2. Voting Protocols

For the purposes of reappointment, tenure, fixed-term and promotion, the faculty of AGECE shall all vote (in accordance with university regulations and SAPPs) on every RT&P case brought forth within the department. The department's peer group therefore consists of all full-time benefitted academic personnel regardless of rank, tenure/fixed-term status, or appointment. This protocol recognizes that all personnel have relevant expertise in at least one area – research, teaching, Extension, administration, or service – of every candidate case. Except as provided in university regulation/SAPP (e.g., conflict of interest), all academic personnel are expected to review candidate materials, and provide a vote with written comments for all cases.

3. Off-Year Peer Review and Mentoring

The Head will form an ad hoc mentoring committee for all junior faculty (untenured or without fixed-term rolling contract) within their first semester of hire. The mentoring committee will consist of at least two tenured/fixed-term faculty with job duties similar to the junior faculty. The role of the mentoring committee is to provide guidance about job expectations and duties, and constructive feedback to the candidate and head on the candidate's progress towards RT&P. Candidates and their mentoring committee should meet at least once-per year during the candidate's probationary period. During off-years of the probationary period (years in which University policy does not require candidates to be reviewed in the formal RT&P process), the committee will provide written feedback on the candidate's progress towards RT&P prior to the annual evaluation process. To complete this feedback: 1) the candidate will provide materials consisting of at least a CV, 2) the mentoring committee will meet with the candidate to discuss their materials and accomplishments, and 3) the committee will provide a letter to the candidate and Head summarizing the candidate's accomplishments, any deficiencies relative to department expectations, and the committee's recommendations for any needed adjustments in candidate focus or activities. The Head will consider the committee's letter in their annual evaluation, and all mentor committee feedback will be included in the candidate's official RT&P materials.

D. Career Accomplishments: Milestones and Indicators

Templates of example accomplishments for tenure-track, and fixed-term track faculty are provided in Appendix A. The templates are intended to communicate expectations to faculty moving through the tenure and promotion process, and to provide benchmarks for assessing performance for purposes of reappointment, tenure, and promotion decisions. A candidate for promotion in rank should be expected to demonstrate many of the accomplishments for the rank to which they aspire at the time of promotion. The templates are designed to illustrate how professional growth and development can occur at each stage of the faculty career. However, faculty can grow and develop in their contributions in many different ways; so the template must necessarily be interpreted as a *general guide not as a specific set of requirements*. Thus, the example accomplishments are neither meant to be wholly inclusive

or exclusive. Faculty are also evaluated relative to their job description and annual workloads; thus, accomplishments in categories not explicitly included in a candidate's job description can and should be recognized, but are not necessary for RT&P.

While the specific indicators of career progress differ somewhat for different job functions, several hallmarks of professional growth and development are cross-cutting:

Independence: In all job functions, a faculty member is expected to demonstrate increasing independence as they move through the ranks. Independence can be measured by the move away from working mainly in close collaboration with dissertation advisors and senior faculty mentors and toward taking on leadership and mentorship roles oneself.

Scope: In all job functions, a faculty member's responsibilities and accomplishments should increase in depth and/or breadth. Research expertise must either deepen or broaden in scope beyond initial dissertation research, as evidenced by continuous publications; class portfolios must expand and class content/teaching methods develop to reflect the faculty member's own professional growth.

Recognition: In all job functions, a faculty member moving through the ranks should receive increasing recognition and rewards from peers, clientele, students, and administrators. For example, invitations should be increasing to participate in symposia, give invited papers or guest lectures, and serve on external committees of importance to the University or discipline.

Impact/relevance: In all job functions, a faculty member moving through the ranks should be able to document increasing or sustained impacts of their scholarly work, outreach, and teaching efforts. Impact and relevance can be measured by journal and other citations, a broadening of the output portfolio to reflect demand from diverse audiences, invitations to speak and participate in national events, or feedback from clientele.

E. Department Procedures for Promotion to Full/Senior

Faculty paths toward promotion are necessarily unique, and therefore University regulations do not set specific timelines for promotion to full professor or senior Extension educator/research scientist/lecturer – readiness is the key. This section describes the process in AGECEC for determining such readiness in a manner that is transparent and equitable. In general, the additional period of professional growth expected before promotion to the highest rank should be at least equal to the length of time from assistant to associate levels.

1. Tenure Stream Faculty

For tenured faculty progressing toward promotion to full, the candidate will indicate to the Head their intention to be considered for promotion by the end of the fall semester preceding the potential year of the promotion decision. The Head will form an ad-hoc committee of at least three faculty members who hold the higher rank to which the candidate aspires. If three such individuals do not exist, the Head with concurrence of the candidate, can select faculty

holding the higher rank from outside the department or AGECE faculty holding the same rank with similar job duties. The ad-hoc committee will review candidate materials, including a minimum of a CV and synopsis describing achievements relative to Department criteria, and meet with the candidate to discuss their case. The role of the ad hoc committee is to: 1) provide candid constructive feedback to the candidate on the strengths and weaknesses of their case, and 2) provide a written recommendation to the Head by majority vote as to whether the candidate's case should move forward for consideration. The Head will then meet with the candidate to discuss the committee's feedback and recommendation. The three outcomes of this internal process are:

1. If the committee recommends moving forward, the candidate and Head will initiate their candidacy for promotion in the following RT&P cycle.
2. If the committee recommends not moving forward and the candidate concurs, the Head will provide guidance on how the candidate can strengthen their case for future consideration.
3. If the committee recommends not moving forward and the candidate does not concur, the candidate may appeal their case to the full faculty by sharing their materials for review. The candidate and Head will then initiate their candidacy for promotion in the following RT&P cycle if they receive written concurrence of the majority of faculty in the department composed of both tenured faculty members and those who hold the same or higher rank to which the individual is to be considered.

If the candidate and the Head cannot reach a mutually agreeable resolution on how to proceed, or the candidate believes the process has not been conducted fairly, they can appeal to Academic Affairs following [UW Regulation 2-2](#).

2. Fixed-term Stream Faculty

For fixed-term faculty progressing toward promotion to senior, the candidate will indicate to the Head their intention of being considered for promotion by the end of the fall semester preceding the potential year of the promotion decision. The Head will form an ad-hoc committee of at least three faculty members who hold the higher rank to which the candidate aspires. If three such individuals do not exist, the head with concurrence of the candidate, can select faculty holding the higher rank from outside the department or tenured AGECE faculty with similar job duties. The ad-hoc committee will review candidate materials, including a minimum of a CV and synopsis describing achievements relative to Department criteria, and meet with the candidate to discuss their case. The role of the ad hoc committee is to: 1) provide candid constructive feedback to the candidate on the strengths and weaknesses of their case, and 2) provide a written recommendation to the Head by majority vote as to whether the candidate's case should be moved forward for consideration. The Head will then meet with the candidate to discuss the committees feedback and recommendation. The three outcomes of this internal process are:

1. If the committee recommends moving forward, the candidate and Head will initiate their candidacy for promotion in the following RT&P cycle.

2. If the committee recommends not moving forward and the candidate concurs, the Head will provide guidance on how the candidate can strengthen their case for future consideration.
3. If the committee recommends not moving forward and the candidate does not concur, the candidate may appeal their case to the full faculty by sharing their materials for review. The candidate and Head will then initiate their candidacy for promotion in the following RT&P cycle if they receive written concurrence of the majority of faculty in the department composed of both tenured faculty members and those who hold the same or higher rank to which the individual is to be considered.

If the candidate and the Head cannot reach a mutually agreeable resolution on how to proceed, or the candidate believes the process has not been conducted fairly, they can appeal to Academic Affairs following [UW Regulation 2-2](#).

VI. ANNUAL REVIEWS OF FACULTY AND STAFF

Annual reviews of all faculty and staff are conducted by the Head in accordance with [UW Regulation 2-9](#), the [Employee Handbook](#), and [HR guidelines](#). Annual reviews are necessarily separate and distinct from RT&P decisions, though they can occur concurrently. Annual reviews evaluate performance and responsibilities relative to the workload defined in the job description to determine if adjustments to performance, workload, or job description should be made the following year. In contrast, RT&P reviews assess performance over a multi-year time frame and focus on potential future promise. As such, adequate performance on annual reviews does not necessarily imply adequate progress towards tenure and/or promotion – it is necessary but not wholly sufficient. For faculty in the probationary stage of their appointment, the Head will provide feedback during the annual review on progress towards tenure and/or promotion.

Specific AGECE procedures for the annual review process not prescribed in existing University regulations and guidelines are described below.

1. Tenure-Stream Faculty

Annual reviews for tenure stream faculty are initiated by the Head and include: 1) faculty submission of an annual self-assessment and goals for the upcoming year; and 2) a discussion between the Head and faculty member regarding annual review performance, and if applicable, progress towards tenure and/or promotion. If a tenured faculty receives a rating of Below Expectations in one or more areas of performance, or an overall rating of Below Expectations, then [UW Regulation 2-10 – Post-Tenure Review](#) will be activated. The post tenure review process ensures the opportunity for peer input in the evaluation process.

2. Fixed-term Stream Faculty

Annual reviews for fixed-term stream faculty are initiated by the Head and include: 1) faculty submission of an annual self-assessment and goals for the upcoming year; and 2) a discussion between the Head and faculty member regarding annual review performance and, if applicable, progress towards tenure and/or promotion. If a fixed-term with rolling contract faculty (i.e., not in the probationary period) receives an overall annual rating of Below

Expectations, thereby suspending the rolling contract, the faculty member may request a peer review as allowed by University regulations, which will be conducted in accordance with the AGECEC RT&P process. If the faculty member does not request a peer review or the peer review agrees with the rating of Below Expectations, the Head and faculty member will develop a performance improvement plan in accordance with [UW SAP – Procedures for Implementing and Evaluating Rolling Contracts](#). In subsequent annual evaluations during the period when the rolling contract is suspended, if the Head recommends an overall rating of Below Expectations, a full peer review in accordance with AGECEC RT&P processes, including Head comments and guidance from previous annual reviews, will be automatically initiated unless the faculty member declines. This ensures that faculty receive adequate peer review prior to a dismissal recommendation. There are two outcomes of the peer review process:

1. Faculty peers agree with the Head's determination of Below Expectations and the annual review and recommendation for dismissal is forwarded to the Dean, including faculty peer comments and ratings. UW regulations provide additional opportunities for the faculty to appeal this determination to the Dean and/or Provost.
2. Faculty peers disagree with the Head's determination of Below Expectations. In this case the Head may choose to reconsider their rating, or proceed with the annual review and recommendation for dismissal. If the Head chooses to reconsider and assign a Meets Expectations or higher rating, then the annual review is forward as per normal procedures. If the Head chooses to proceed with a Below Expectations rating and recommendation for dismissal, the Head must include faculty peer comments and ratings and a justification in response to faculty comments in the annual review materials forwarded to the Dean.

3. Staff

Annual reviews for staff are initiated by the Head and include: 1) staff submission of an annual self-assessment; and 2) a discussion between the Head and staff member regarding annual review performance relative to competencies and goals established in the previous review period in accordance with the [Employee Handbook](#). The Head will seek faculty, staff, and student input as appropriate for supporting the annual evaluation of staff. If the Head recommends a performance rating of Unsatisfactory in any performance category, the Head and staff member will initiate a performance improvement process, including opportunities for staff appeal and grievance procedures, as specified in the [Employee Handbook](#).

VII. HIRING AND EVALUATION OF TEMPORARY LECTURERS

Temporary lecturers for AGECEC classes are recommended at the unit level for content expertise and experience, and reviewed and approved by the Head. Temporary lecturers are evaluated by the Head through student course evaluations, unit faculty feedback, and student feedback/course knowledge.

VIII. CURRICULUM AND KEY PROGRAMMATIC CHANGES

The graduate and undergraduate curriculum are the purview of the faculty. The curriculum is reviewed regularly through the assessment procedures led by department undergraduate and graduate

committees. Changes in degree requirements, curriculum, assessment, and graduate admissions requirements are reviewed by the faculty and must be approved following the voting procedures specified in Article III.C.

IX. SEARCH PROCEDURES

The University is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action Employer. All search committees must follow all applicable procedures and requirements for conducting a fair and equitable search as outlined by Human Resources' Equal Employment Opportunity and Affirmative Action hiring processes, including but not limited to required trainings for search committees and search committee chairs.

AGEC faculty and staff search committees are appointed by the Head, following faculty input. Committees contain at least three members, including a chair from the department faculty. Membership on search committees may include faculty, staff, or students, including from outside the Department, as deemed appropriate by the Head with approval of the faculty. Search committees are responsible for: 1) coordinating the marketing/advertising for open positions, including ensuring position descriptions, application materials, and advertising strategies are inclusive, 2) reviewing applications materials, 3) making recommendations for search/interview procedures as consistent with University, College, and HR processes, and 4) recommending finalists to be interviewed by the faculty.

For faculty searches, the full faculty is provided opportunity to: 1) review application materials and participate in the interview process of position finalists recommended by the search committee, and 2) provide recommendations of finalist strengths and weaknesses. The Head is responsible for communicating search committee and faculty input to the Dean, who is the College hiring authority for faculty positions.

For staff searches, the Head recommends search procedures following faculty input to best serve the specific position. Staff searches may or may not include full faculty participation in the interview process.

For extramurally-funded positions, such as grant-funded post-docs, the search chair (typically the faculty PI) works with the Head to determine appropriate search committee membership and search procedures consistent with Academic Affairs and HR policy for the specific position classification.

Department Heads are specified as Academic Officers (as per UW Regulation 1-1) and are supervised and evaluated by the Dean of the College. Therefore, the Dean assumes an enhanced role in determining the search process and selection/appointment of the Head. Specific procedures for the appointment and/or searches are determined by the Dean and central administration.

X. AMENDMENT OF THE BYLAWS

Consistent with UW 2-411, Bylaws must be approved by two-thirds of faculty quorum within the department, where a quorum is defined as 50% of the faculty within the department. The Bylaws must be approved by the Dean of the College or, in cases of college-like units, the Provost and Vice President of Academic Affairs and must be reviewed every three (3) years.

XI. CONFLICT BETWEEN DEPARTMENT AND COLLEGE BYLAWS AND UNIVERSITY REGULATIONS, POLICIES AND PROCEDURES

University of Wyoming Regulations, Standard Administrative Policies and Procedures (SAPPs), and College Bylaws, take precedence over Departmental Administrative Policies and Procedures (DAPPs) and Department Bylaws.

Exceptions to University Regulations and SAPPs must be approved by the Provost and President, and where appropriate, by the Board of Trustees.

BYLAWS ACCEPTED AT FACULTY MEETING ON: November 20, 2024

Approved by Dean: 12/3/2024 *Kelly R. Boone*

Revised:

Department of Agricultural and Applied Economics

Bylaws

Appendix A – Promotion and Tenure/Fixed-Term Example Accomplishments Charts

**Tenure-Track Faculty Tenure and Promotion Example Accomplishments Chart:
Research/Teaching/Extension/Service**

Job Duty	Career Stage		
	Assistant Professor	Associate Professor	Full Professor
Teaching	<ul style="list-style-type: none"> - Develop effective teaching strategies. - Engage in course development and innovation. - Positive student evaluations. - Serve on or co-chair graduate committees. - Participate in student advising, mentoring, and experiential learning activities, as appropriate. 	<ul style="list-style-type: none"> - Demonstrate high-quality teaching with consistent positive student and peer evaluations. - Contribute to curriculum development. - Chair graduate student committees; serve as outside committee member. 	<ul style="list-style-type: none"> - Provide leadership in teaching, including mentoring junior faculty. - Demonstrate innovative pedagogy commensurate with disciplinary expectations. - Significant contributions to curriculum design or program development. - Sustained record of mentoring graduate students/leadership in graduate education
Research	<ul style="list-style-type: none"> - Refereed papers/presentations - Establish a research program with the potential for publication and funding. - Submission of funding proposals. 	<ul style="list-style-type: none"> - Show evidence of a sustained research agenda. - Regular publication in peer-reviewed journals. - Research collaborations. - Secure funding/resources to support research program. - Apply research expertise in support of graduate education. 	<ul style="list-style-type: none"> - Exhibit a national or international reputation in the field. - High-impact research with sustained external funding. - Leadership in research collaborations or interdisciplinary projects. - Demonstrate sustained leadership and support of graduate education.
Extension /Outreach	<ul style="list-style-type: none"> - Engage in initial outreach activities that address community or industry needs. - Develop early extension programs or publications. 	<ul style="list-style-type: none"> - Demonstrate leadership in established extension programs. - Regular dissemination of research findings through outreach channels. - Sustained community and stakeholder engagement. 	<ul style="list-style-type: none"> - Exhibit significant impact through leadership of large-scale extension programs. - Mentor junior faculty in extension activities. - Extensive collaboration with external partners and stakeholders.
Service	<ul style="list-style-type: none"> - Participate in department, college, or university committees. - Contribute to professional service 	<ul style="list-style-type: none"> - Active service in leadership roles within department, college, or university committees. - Leadership in professional organizations. 	<ul style="list-style-type: none"> - Sustained service leadership and mentorship. - Influence in university governance or professional societies. - Active contribution to strategic initiatives.

Tenure-Track Faculty Tenure and Promotion Example Accomplishments Chart: Research/Teaching/Service

Job Duty	Career Stage		
	Assistant Professor	Associate Professor	Full Professor
Teaching	<ul style="list-style-type: none"> - Develop effective teaching strategies. - Engage in course development and innovation. - Positive student evaluations. - Serve on or co-chair graduate committees. - Participate in student advising, mentoring, and experiential learning activities, as appropriate. 	<ul style="list-style-type: none"> - Demonstrate high-quality teaching with consistent positive student and peer evaluations. - Contribute to curriculum development. - Chair graduate student committees; serve as outside committee member. 	<ul style="list-style-type: none"> - Provide leadership in teaching, including mentoring junior faculty. - Demonstrate innovative pedagogy commensurate with disciplinary expectations. - Significant contributions to curriculum design or program development. - Sustained record of mentoring of graduate students/leadership in graduate education. - Sustained record of contributions to student advising, mentoring, and experiential learning activities.
Research	<ul style="list-style-type: none"> - Refereed papers/presentations - Establish a research program with the potential for publication and funding. - Submission of extramural grant proposals. - Submission of funding proposals. - Disseminate research finding in support of outreach and engagement, as appropriate. 	<ul style="list-style-type: none"> - Show evidence of a sustained research agenda. - Regular publication in peer-reviewed journals. - Research collaborations. - Secure funding/resources to support research program. - Apply research expertise in support of graduate education. - Support of outreach and engagement through collaborations, integrated research/outreach projects, papers, or presentations, as appropriate 	<ul style="list-style-type: none"> - Exhibit a national or international reputation in the field. - High-impact research with sustained external funding. - Leadership in research collaborations or interdisciplinary projects. - Demonstrate sustained leadership and support of graduate education. - Sustained support of outreach and engagement through collaborations, integrated research/outreach projects, papers, or presentations, as appropriate
Service	<ul style="list-style-type: none"> - Participate in department, college, or university committees. - Contribute to professional service. 	<ul style="list-style-type: none"> - Active service in leadership roles within department, college, or university committees. - Leadership in professional organizations. 	<ul style="list-style-type: none"> - Sustained service leadership and mentorship. - Influence in university governance or professional societies. - Active contribution to strategic initiatives.

**Tenure-Track Faculty Tenure and Promotion Example Accomplishments Chart:
Research/Extension/Service**

Job Duty	Career Stage		
	Assistant Professor	Associate Professor	Full Professor
Research	<ul style="list-style-type: none"> - Refereed papers/presentations - Establish a research program with the potential for publication and funding. - Submission of funding proposals. - Share research findings in support of undergraduate and graduate education, as appropriate 	<ul style="list-style-type: none"> - Show evidence of a sustained research agenda. - Regular publication in peer-reviewed journals. - Research collaborations. - Secure funding/resources to support research program. - Apply research expertise in support of undergraduate and graduate education, as appropriate. 	<ul style="list-style-type: none"> - Exhibit a national or international reputation in the field. - High-impact research with sustained external funding. - Leadership in research collaborations or interdisciplinary projects. - Demonstrate sustained leadership and support of graduate education.
Extension /Outreach	<ul style="list-style-type: none"> - Engage in initial outreach activities that address community or industry needs. - Develop early extension programs or publications. - Share Extension expertise in support of for-credit teaching programs, as appropriate 	<ul style="list-style-type: none"> - Demonstrate leadership in established extension programs. - Regular dissemination of research findings through outreach channels. - Sustained community and stakeholder engagement. - Support for-credit teaching programs through collaborations and guest lectures, as appropriate 	<ul style="list-style-type: none"> - Exhibit significant impact through leadership of large-scale extension programs. - Mentor junior faculty in extension activities. - Extensive collaboration with external partners and stakeholders. - Sustained support of for-credit teaching programs through collaborations and guest lectures, as appropriate
Service	<ul style="list-style-type: none"> - Participate in department, college, or university committees. - Contribute to professional service 	<ul style="list-style-type: none"> - Active service in leadership roles within department, college, or university committees. - Leadership in professional organizations. 	<ul style="list-style-type: none"> - Sustained service leadership and mentorship. - Influence in university governance or professional societies. - Active contribution to strategic initiatives.

Non-Tenure-Track Faculty Fixed-Term and Promotion Example Accomplishments Chart – Extension Educator

	Career Stage		
Job Duty	Assistant Extension Educator	Associate Extension Educator	Senior Extension Educator
Extension /Outreach	<ul style="list-style-type: none"> - Participate in outreach activities relevant to area of expertise. - Develop initial outreach content or workshops. - Produce outreach publications and deliver presentations. - Establish relationships with research faculty, Extension personnel, and community partners. - Share Extension expertise in support of for-credit teaching programs, as appropriate. - Share Extension expertise in support of existing research programs, as appropriate. 	<ul style="list-style-type: none"> - Demonstrate sustained outreach and engagement through workshops, presentations, and publications. - Demonstrate sustained relationships with Extension and community partners. - Support for-credit teaching programs through collaborations and guest lectures, as appropriate. - Support of research programs through collaborations, integrated research/outreach projects, papers or presentations, as appropriate. 	<ul style="list-style-type: none"> - Lead outreach initiatives and serve as a resource for other faculty. - Mentor faculty in developing outreach programs. - Create high-impact outreach publications or projects as demonstrated by regional, national, or international recognition. - Sustained support of for-credit teaching programs through collaborations and guest lectures, as appropriate - Demonstrate leadership in integrating the components of the land-grant mission
Service	<ul style="list-style-type: none"> - Participate in department- and college-level service activities 	<ul style="list-style-type: none"> - Take on leadership roles in departmental or college committees. - Sustained contributions to college or university service activities in support of outreach. 	<ul style="list-style-type: none"> - Sustained contributions to department, college or university shared governance - Sustained contributions to, or leadership of Extension initiatives/committees

Non-Tenure-Track Faculty Fixed-Term and Promotion Example Accomplishments Chart – Research Scientist: Teaching, Research, Extension, and Service

	Career Stage		
Job Duty	Assistant Research Scientist	Associate Research Scientist	Senior Research Scientist
Teaching	<ul style="list-style-type: none"> -Support teaching activities, such as guest lectures or student engagement. - Assist with course development related to research expertise. - Positive student feedback 	<ul style="list-style-type: none"> - Lead workshops or lectures showcasing research methods and findings. - Collaborate in course design, especially in research-intensive subjects. - Contribute to graduate student mentoring 	<ul style="list-style-type: none"> - Develop and lead advanced courses or seminars in research methodologies. - Mentor graduate students and junior instructors.
Research	<ul style="list-style-type: none"> - Collaborate to establish a research program with the potential for publication and funding. - Refereed papers, presentations, or research reports - Collaborate on submission of extramural grant proposals. 	<ul style="list-style-type: none"> - Show evidence of a sustained research agenda. - Regular publication in peer-reviewed journals. - Research collaborations. - Successful grant proposals. 	<ul style="list-style-type: none"> - Achieve recognition for research contributions at regional or national levels. - Lead the development of research projects. - Sustained record of publications and presentations.
Extension /Outreach	<ul style="list-style-type: none"> - Contribute expertise to departmental or college extension activities related to research area. - Support workshops or outreach publications based on research findings. 	<ul style="list-style-type: none"> - Contribute to research-based outreach programs that disseminate findings to broader audiences. - Engage with Extension, industry partners and community organizations to translate research into practice. 	<ul style="list-style-type: none"> - Co-lead major outreach initiatives that integrate research into community, industry, or public policy applications. - Mentor junior researchers in developing and implementing outreach activities.
Service	<ul style="list-style-type: none"> - Participate in department committees, especially those related to research. - Support department research initiatives and events. 	<ul style="list-style-type: none"> - Take on leadership roles in research committees or working groups. - Mentor junior researchers and graduate students. 	<ul style="list-style-type: none"> - Chair major research-focused committees within the department or college. - Serve in leadership positions within professional organizations. - Contribute to strategic planning efforts that guide the department's research agenda. - Sustained mentorship of junior researchers and graduate students.

Non-Tenure-Track Faculty Fixed-Term and Promotion Example Accomplishments Chart – Research Scientist: Research, Extension, and Service

	Career Stage		
Job Duty	Assistant Research Scientist	Associate Research Scientist	Senior Research Scientist
Research	<ul style="list-style-type: none"> -Collaborate to establish a research program with the potential for publication and funding. -Refereed papers, presentations, or research reports -Collaborate on submission of extramural grant proposals. -Share research findings in support of undergraduate and graduate education, as appropriate. 	<ul style="list-style-type: none"> -Show evidence of a sustained research agenda. -Regular publication in peer-reviewed journals. -Research collaborations. -Successful grant proposals. -Apply research expertise in support of undergraduate and graduate education, as appropriate. 	<ul style="list-style-type: none"> - Achieve recognition for research contributions at regional or national levels. -Lead the development of research projects. - Sustained record of publications and presentations. -Sustained support of for-credit teaching programs through collaborations and guest lectures, as appropriate.
Extension /Outreach	<ul style="list-style-type: none"> -Contribute expertise to departmental or college extension activities related to research area. -Support workshops or outreach publications based on research findings. -Share Extension expertise in support of for-credit teaching programs, as appropriate. 	<ul style="list-style-type: none"> -Contribute to research-based outreach programs that disseminate findings to broader audiences. -Engage with Extension, industry partners and community organizations to translate research into practice. -Support for-credit teaching programs through collaborations and guest lectures, as appropriate. 	<ul style="list-style-type: none"> -Co-lead major outreach initiatives that integrate research into community, industry, or public policy applications. -Mentor junior researchers in developing and implementing outreach activities. -Sustained support of for-credit teaching programs through collaborations and guest lectures, as appropriate.
Service	<ul style="list-style-type: none"> -Participate in department committees, especially those related to research. -Support department research initiatives and events. 	<ul style="list-style-type: none"> -Take on leadership roles in research committees or working groups. -Mentor junior researchers and graduate students. 	<ul style="list-style-type: none"> -Chair major research-focused committees within the department or college. -Serve in leadership positions within professional organizations. -Contribute to strategic planning efforts that guide the department's research agenda. -Sustained mentorship of junior researchers and graduate students.

Non-Tenure-Track Faculty Fixed-Term and Promotion Example Accomplishments Chart – Lecturer

Job Duty	Career Stage		
	Assistant Lecturer	Associate Lecturer	Senior Lecturer
Teaching	<ul style="list-style-type: none"> - Develop effective teaching strategies. - Engage in course development and innovation. - Positive student evaluations. - Collaborate with research and Extension faculty in support of teaching programs, as appropriate. 	<ul style="list-style-type: none"> - Demonstrate high-quality teaching with consistent positive student and peer evaluations. - Contribute to curriculum development. - Mentor junior lecturers in teaching practices and course design. - Participate in student advising, mentoring, and experiential learning activities. - Collaborate with research and Extension faculty in support of teaching programs, and vice-versa, as appropriate. 	<ul style="list-style-type: none"> - Leadership in curriculum development and instructional design. - Serve as a resource for instructional improvement within the department and beyond. - Develop new courses or educational programs that align with departmental goals. - Sustained mentorship of junior faculty. - Significant contributions to curriculum design or program development. - Sustained record of contributions to student advising, mentoring, and experiential learning activities. - Sustained collaborations with and leadership of research and Extension faculty in support of teaching programs, as appropriate.
Service	<ul style="list-style-type: none"> - Participate in department service activities in support of the teaching and student engagement mission. 	<ul style="list-style-type: none"> - Active service in leadership roles within department. - Contribute to college or university service activities or initiatives. 	<ul style="list-style-type: none"> - Sustained contributions to department, college, and university shared governance - Sustained contributions to leadership of teaching-related committees and initiatives.