FREQUENTLY ASKED QUESTIONS

Addressed by the Tenure, Promotion, and Reappointment Committee

1. **I’m finding the reappointment process overwhelming and a little scary! What am I doing wrong?**

Breathe out! You’re not doing anything wrong, but be sure to follow directions. Remember:

* Read the college guidelines carefully, in tandem with UW Regulations governing the process of reappointment, tenure, and promotion. It is your responsibility to understand these formal documents and to follow directions.
* You’re not alone; meet with your school head to answer questions or concerns – make a list, be specific. Visit with other tenured faculty about how to best plan for and meet expectations. Attend informational meetings and workshops scheduled well before materials are due. These meetings are designed to support and help you.
1. **How do I format my vita?**

There is a college approved format, which can be found in the section on Tenure and Promotion at this URL: <http://www.uwyo.edu/education/faculty-staff/>. Please be sure to follow this format. Readers will expect to see scholarly work listed in APA format.

1. **Is there one right way to construct a strong narrative statement?**

No, there isn’t, but there might be a couple ways to get off track. Here are some suggestions:

First, the narrative needs to be reflective and personal. There’s no need to rehash the c.v. here, in fact, do not do that; your c.v. should stand on its own. Use the narrative to give context for your other materials, helping readers understand your packet and your career trajectory.

Second, focus on each component of your job description. Readers will expect to understand more about your teaching, scholarship (including grants), creative activities, service, and advising.

Third, use the past year’s experiences to write about the future, your plans going forward. For example, let’s say you had an unfortunate grading snafu in a class, followed by a number of negative student evaluations. Honestly acknowledge the issue, reflect on the way you faced, solved, and learned from the episode. If you made some adjustments that worked (or didn’t work), use part of the statement to explain.

Fourth, there aren’t any minimum or maximum lengths. Aim for two or three pages but cut it off at four! As you read and assess others’ packets, look for effective narrative statements and adapt good ideas. Remember, there isn’t one right way!

1. **How do I document teaching performance?**

You can provide a *variety* of evidence over the course of several years, in addition to student evaluations. Plan how you might document teaching growth and excellence over the course of your career, but *don’t do all of these every year.* Some suggestions:

* Have the Ellbogen Center for Teaching and Learning (ECTL) do a formal observation of your teaching – they can evaluation online teaching as well.
* Have a tenured colleague regarded as a strong teacher do a thorough course evaluation.

(opening conversation re: strengths, growth areas; focus of the evaluation; syllabus review, including objectives, texts, evaluation methods, etc.; observation proper, which may include time to visit with just students; post-observation meeting to review the written evaluation and recommendations). Consider a follow-up evaluation after you have had time to implement some changes.

* Send your syllabus, together with any ancillary items like assignment descriptions and rubrics, to a leader in your field for review - this is a good thing to do in summer when folks are have more time to provide the feedback.

Your reflective narrative is an important place to document your response to concerns expressed in students’ and others’ evaluations, including proposed solutions, efforts to address concerns and results of these efforts. You should also document other steps you have taken to strengthen your teaching (workshops, readings, trainings, reviews/observations of others’ syllabi, teaching methods, etc.) and how you have incorporated these into your own teaching.

As we face increasing competition with online programs, our ability to retain students and increase enrollment may depend on digital delivery to students living outside of Laramie. It would be wise to plan and build courses in ways that will translate to an online format. This often includes a shift in course planning and syllabi from what you will do as an instructor, to what students will do to meaningfully engage with the material, interact with you and other learners and demonstrate learning. Highlight these, and any other preparations you make for possible digital delivery, in your narrative.

1. **What is a top-tier journal?**

The identification of top-tier scholarly journals varies from discipline to discipline, from academic unit to academic unit, and from one faculty member to the next. Your responsibility is to become familiar and remain current with the journal rankings in your field, as well as the metrics and other criteria that will be used to evaluate the impact and quality of your work. Information about journal metrics may be found at this URL: <http://www.uwyo.edu/education/lrcc/conferences%20and%20events/presentations.html>. Once you acquire this knowledge base, you need to develop a rationale explaining the merit and progression of your scholarly work and then articulate it in your narrative in a fashion that will be understood by peers in your school and the College of Education.