



## ACADEMIC AFFAIRS, UNM-GALLUP: RETENTION, PROMOTION AND TENURE GUIDELINES

### 1. FACULTY RANKS ELIGIBLE FOR PROMOTION

- A. Assistant Professor, Associate Professor, Lecturer, and Senior Lecturer are the most common ranks eligible for promotion *via* the RPT online submittal process. Other faculty ranks may be eligible for promotion and these policies can be found in the UNM Faculty Handbook.

### 2. FACULTY RESPONSIBILITIES

- A. Each full-time, non-visiting, faculty is required to submit yearly to the division chair a Faculty/Chair Agreement and Annual Report. Both documents should be signed and dated by the chair and the faculty member with respective signed copies kept for record keeping purposes.
- B. It is the candidates' responsibility to maintain thorough and complete records pertaining to all aspects of teaching, scholarly work, service and personal characteristics. This information serves as the basis of the dossier which will be evaluated by colleagues, external reviewers, the chair, the dean, the chancellor and at the provost level.
- C. Each tenure track faculty should have at least one peer review of their teaching each year and one administrative review by the division chair. It is encouraged that the majority of these reviews be executed by tenured faculty. One per year is a minimum and additional reviews are highly encouraged. Tenure track faculty should also observe the teaching of at least one colleague per year.
- D. Tenured faculty should have one peer review of their teaching each year and observe a colleague's teaching once per year. These observations should rotate amongst all division faculty and can come from outside the division as well.
- E. Lecturers seeking promotion should have at least one peer review of their teaching each year and one administrative review by the division chair. One per year is a minimum and additional reviews are highly encouraged. Lecturers should also observe the teaching of at least one colleague per year.

- F. Divisional criteria for retention, promotion and tenure (detailed below) are governed by applicable policies and regulations of UNM. Additional guiding resources for the RPT processes and expectations can be found in; The *UNM Faculty Handbook* (Section B), the Office of Academic Personnel for the *Provost's Promotion and Tenure Guidelines* and *The UA-UNM Collective Bargaining Agreement* (Article 13: Academic Workload).
- G. General timelines for the RPT process:
- i. May 15, candidates for promotion to Professor and Senior/Principal lecturer promotions notify division chair of their intentions.
  - ii. June 15, names of all candidates entered into the RPT system by the Executive Assistant to the Dean, who serves as the System Administrator.
  - iii. July 1, candidates should have access to the RPT system. Candidates for tenure and Professor promotion submit to their chair 3-6 names and contact information of tenured faculty/Professors, outside of UNM, with expertise in their field who might serve as external reviewers of their dossier.
  - iv. October 15th, candidates' dossier completely uploaded and submitted in the RPT system.
  - v. November 1, division faculty have access to candidate dossiers for evaluation.
  - vi. December 1, division faculty send chair ballots and justifications based on the Faculty Handbook, the Provost's RPT Guidelines, and UNM-Gallup Academic Affairs RPT Guidelines/Criteria and divisional Academic Workload Policies.
  - vii. January 15, chair sends to dean summary of division faculty reviews, ballots, external reviews and their own evaluation letter.
  - viii. March 1, Dean of Instruction and Chancellor send to the Senior Vice Provost their respective reviews.
  - ix. Candidates notified of Provost's decision by June 30<sup>th</sup>.

### 3. DIVISIONAL RPT PROVISIONS

- A. The divisions encourage each faculty to seek excellence in each of the evaluated areas of teaching, scholarly work, service and personal characteristics.
- B. For faculty who review candidate dossiers, this act of service is one of the most important duties and responsibilities that the University expects of you. Impeccable standards of thoughtfulness, thoroughness, and professionalism are required. Each ranking of Excellent, Effective and Ineffective must be justified with documentation of how you reached that judgement.
- C. For mid-probationary review, documentation should center on the teaching, scholarly work, service and personal characteristics evidenced since being hired by UNM. Evidence of activity previous to UNM employment may be outlined in the CV.

- D. For promotion to Associate professor, candidates should achieve excellence in either teaching or scholarship and be deemed at least effective in all four areas (FHB B4.7.2). Additionally, documentation should center on the teaching, scholarly work, service and personal characteristics evidenced since the mid-probationary review submittal.
- E. For promotion to Professor, candidates should achieve high standards (excellence) in teaching, scholarship and service (FHB B4.8.3). Additionally, documentation should center on the teaching, scholarly work, service evidenced since the tenure review submittal.
- F. For promotion to Senior lecturer, candidates have demonstrated professional excellence and shown a conscientious interest in improving their professional skills (FHB B3.3.2). Additionally, documentation should center on the teaching, scholarly work, and service evidenced since the original date of hiring as a lecturer.
- G. For promotion to the rank of Principal lecturer represents a judgment on the part of the department, school/college, and University that the individual has attained and will continue to sustain an overall profile of professional excellence and engagement in the wider profession (FHB B3.3.3). Additionally, documentation should center on the teaching, scholarly work, and service evidenced since the senior lecturer review submittal.

#### 4. DOSSIER CONTENTS FOR MID-PROBATIONARY, TENURE AND PROFESSOR REVIEW (PDF FILES)

-Guidance on what should be included in each category and formatting requirements can be found in the RPT guidelines on the OAP website.

- A. Current CV
- B. Teaching statement
- C. Peer teaching evaluations
- D. Student teaching evaluations (including all comments)
- E. Course materials (syllabi, handouts, assignments, tests, quizzes, etc...)
- F. Scholarly/Creative works statement
- G. Service statement
- H. Supplemental materials
  - i. The supplemental materials should include the previous three years of annual reviews for mid-probationary and tenure reviews. For Professor reviews this should be the previous five years of annual reviews.

## 5. PROMOTION PACKET CONTENTS FOR LECTURERS

- A. An updated CV
- B. Teaching philosophy statement
- C. Teaching samples
  - i. Syllabi
  - ii. Handouts
  - iii. Tests/quizzes
- D. Peer and Administrative teaching observations
- E. Student teaching evaluations (including comments)
- F. Teaching workload summary
  - i. Courses taught and student enrollment
- G. Letters of support from other faculty members
- H. Service statement
  - i. Including supportive documentation
- I. Scholarly work/Professional development statement (if applicable)
  - i. Including supportive documentation
- J. Other evidence of professional development
- K. Annual reviews for the relevant time periods; all previous years as a lecturer for Senior lecturer and years since Senior lecturer submittal for Principal lecturer.

## 6. CRITERIA FOR EXCELLENCE, EFFECTIVENESS AND INEFFECTIVENESS IN TEACHING

- A. Definitions of accepted activity in the areas of teaching, scholarship and service can be found in the UNM Faculty Handbook (section B.1) and the UA-UNM Collective Bargaining Agreement: Article 13, Academic Workload.
- B. The UNM-Gallup Faculty Assembly approved Peer Teaching Evaluation Tool can also be used to provide guidance in constructing evaluations of teaching effectiveness.
- C. For tenured and tenure track faculty, RPT evaluations are weighted 80% in teaching, unless otherwise specified.
- D. For lecturers, RPT evaluations are weighted 90-100% in teaching, depending on the construction of their annual faculty/chair agreement.
- E. Reviewing faculty are encouraged to observe the teaching of all candidates up for review, as long as these reviews do not create an undue burden for the candidate.

- F. The following categories should be evaluated, at a minimum, to express the level of the candidates teaching: (FHB B.1.1.2)
- i. Demonstrate effective communication skills.
  - ii. Show evidence of strong preparation.
  - iii. Present material that reflects the current state of knowledge in the field.
  - iv. Demonstrate effective management skills.
  - v. Organize individual topics into a meaningful sequence.
  - vi. Demonstrate an ability to interact with students in an encouraging and stimulating manner.
  - vii. Demonstrate a commitment to the discipline.
- G. Excellence in teaching can be described as high achievement in these seven categories.
- H. Effectiveness in teaching can be described as solid achievement in these seven categories.
- I. Ineffectiveness in teaching can be described as poor achievement in these seven categories.

## 7. CRITERIA FOR EXCELLENCE, EFFECTIVENESS AND INEFFECTIVENESS IN SCHOLARLY WORK

- A. Definitions of accepted activity in the areas of teaching, scholarship and service can be found in the UNM Faculty Handbook (section B.1) and the UA-UNM Collective Bargaining Agreement: Article 13, Academic Workload.
- B. The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence. The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question. (FHB B.1.2.2)
- C. For tenured and tenure track faculty, RPT evaluations are weighted 10% in scholarly work, unless otherwise specified.
- D. Not all lecturers have scholarly work responsibilities. If they do, this should be noted in their Scholarly work/Professional development statement. Generally, in these cases the lecturer is given a course release by the division chair to pursue scholarly work.

- E. The following point scale is taken directly from the FAHSS Academic Workload policy and can be used as a guideline to apply ratings of Excellent, Effective and Ineffective to a candidates' scholarly work efforts.

Publications, Presentations, Grant Writing, Exhibitions or the Equivalent

- 2 points for self-published/presented works and conference attendance.
- 4 points for locally published/presented works and documented progress towards publication of regional, national or international works.
- 4-10 points for exclusively online publications.
- 8 points for regionally published/presented works.
- 10 points for nationally or internationally published/presented works.
- +2 points for peer reviewed status in the above categories.

Book Publication/Museum Exhibitions or the Equivalent

- 4 points for self-published/presented works.
- 8 points for locally published/presented works and documented progress towards publication/presentation of regional, national, or international works.
- 8-20 points for exclusively online publications.
- 16 points for regionally published/presented works.
- 20 points for nationally or internationally published/presented works.

- F. Excellence in scholarly work can be described as high achievement in these two categories.
- G. Effectiveness in scholarly work can be described as solid achievement in these two categories.
- H. Ineffectiveness in scholarly work can be described as poor achievement in two seven categories.

## 8. CRITERIA FOR EXCELLENCE, EFFECTIVENESS AND INEFFECTIVENESS IN SERVICE

- A. Definitions of accepted activity in the areas of teaching, scholarship and service can be found in the UNM Faculty Handbook (section B.1) and the UA-UNM Collective Bargaining Agreement: Article 13, Academic Workload.
- B. Service to the University, to the faculty member's profession and to the local, national, and international communities beyond the University is reviewed in this category. Evidence of performance in this area includes committee work at the University, college and department levels, and participation in professional organizations of the discipline and in the community in the faculty member's professional capacity. (FHB B.1.2.3)
- C. For tenured and tenure track faculty, RPT evaluations are weighted 10% in service, unless otherwise specified.

- D. For lecturers, RPT evaluations are weighted 10% in service, unless otherwise specified.
- E. The following point scale is taken directly from the FAHSS Academic Workload policy and can be used as a guideline to apply ratings of Excellent, Effective and Ineffective to a candidates' service efforts.

Committee Membership or the Equivalent

4 points for academic field related and campus/university wide committee participation.

6 points for community-based committee participation including student club faculty advisor.

Committee Chair-ship or the Equivalent

10 points for chair-ship of any academic field related, campus/university wide or community-based committee, including Faculty Assembly President.

- F. Excellence in service can be described as high achievement in these two categories.
- G. Effectiveness in service can be described as solid achievement in these two categories.
- H. Ineffectiveness in service can be described as poor achievement in two seven categories.

## 9. CRITERIA FOR EXCELLENCE, EFFECTIVENESS AND INEFFECTIVENESS IN PERSONAL CHARACTERISTICS

- A. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal. (FHB B1.2.4)
- B. Excellence in personal characteristics can be described as high achievement in the above faculty handbook description.
- C. Effectiveness in personal characteristics can be described as solid achievement in the above faculty handbook description.
- D. Ineffectiveness in personal characteristics can be described as poor achievement in the above faculty handbook description.

10. ANTICIPATED TIMELINES FOR MID-PROBATIONARY, TENURE, PROFESSOR, SENIOR AND PRINCIPAL LECTURER REVIEWS.

- A. The timelines outlined below are standard. Any deviation from these would require a previously existing contractual arrangement, permission from the division chair and dean or a provost mandate. These timelines can be found in sections B4 and B3 of the UNM Faculty Handbook.
- B. The timeline for the mid-probationary review is application in the fall semester of the candidates third year of employment.
- C. The timeline for the tenure review is application in the fall semester of the candidates sixth year of employment.
- D. The timeline for the promotion to Professor review is application in fall semester of the sixth year at Associate professor rank.
- E. The timeline for promotion to Senior lecturer is application in the fall semester of the sixth year of continuous service.
- F. The timeline for promotion to Principal lecturer is application in the fall semester of the twelfth year of continuous service.