

The University of New Mexico
Honors College

PROMOTION AND TENURE
HANDBOOK

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1.0 GUIDING PRINCIPLES FOR PROMOTION AND TENURE

The University of New Mexico Honors College is designed to function as a liberal arts college set within our flagship research university. The mission of the Honors College is to provide highly motivated, talented and creative undergraduates with challenging opportunities for intensive interdisciplinary, experiential and cross-cultural liberal education and for building a community of scholars. Intrinsic to the continued growth and development of programs in the Honors College are a broad range of responsibilities and an ongoing round of activities for faculty. As set forth in the UNM Faculty Handbook, the Honors College considers teaching, scholarship, service and personal characteristics to be central categories for faculty performance evaluations with regard to tenure and promotion as well as promotion to full professor (for detailed definitions of these categories, see the [UNM Faculty Handbook, Section B.1](#)). Since the fundamental mission of the Honors College is to provide students with a high quality education, it is expected that a successful candidate will have strong ratings in all four areas.

The purpose of the tenure system is directly related to the pursuit of academic freedom and such protection requires a reciprocal relationship between the University and its faculty. The Honors College fully supports its faculty's rights to protect the dissemination of ideas through teaching and research through this process. As explained in [UNM Faculty Handbook](#), "The academic freedom of teachers and scholars is the means by which society is protected from hindrances to the search for knowledge and from limits on the dissemination of knowledge. The system of tenure for faculty members is the preeminent means of fostering and protecting academic freedom of the faculty. The tenure system consists of rules and procedures that establish an essentially self-regulated body of scholars, researchers, and creative artists enjoying the continuity of existence and economic security within which academic freedom is both fostered and protected. The protection of academic freedom shall be extended to all members of the faculty during their terms of appointment. The tenured faculty of a university serve the institution by providing continuity to the university and to its mission of instruction, scholarly work, and service" (Section B.4.7.1).

Sections B.1, 2, 3 and 4 of the [UNM Faculty Handbook](#) (*UNM Policy on Academic Freedom and Tenure Handbook* procedures) will apply to all general tenure and promotion procedures, time deadlines, procedures for confidentiality, and appeal procedures for the Honors College.

2.0 TENURE PROCESS

According to the [UNM Faculty Handbook](#), "Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion" (Section B.1.2.b). For the Honors College, faculty are expected to focus primarily on undergraduate teaching. However, quality scholarship and/or creative work is also considered essential for tenure in the Honors College. In addition, a strong service record and personal characteristics normally complete and complement the faculty member's strengths in teaching and scholarship and/or creative work ([UNM Faculty Handbook](#), Section B.1.2.b).

Normally, candidates hired as tenure-track faculty in the Honors College will be appointed at the level of assistant professor or Code 1 of the tenure process. As noted in the [UNM Faculty Handbook](#) (3.2.1) when an initial appointment commences after Dec. 31, the remainder of that academic or fiscal year is not included in this six-year period. As the [UNM Faculty Handbook](#) states, "When initial probationary appointments are made at the assistant professor level, the new assistant professor shall normally be appointed on year-to-year contracts with the assumption of a probationary period no longer than six full academic or fiscal years with a mid-probationary review in the third year" (Section B.3.2.1.a). In rare cases, and only with the approval of the candidate's Honors College tenure and promotion committee (see Section 2.5 in this handbook below), candidates may shorten the probationary time by following the procedures set forth in the [UNM Faculty Handbook](#): "By written agreement between the appointee and the chair of the department and with the approval of the dean and the Provost/VPHS, the probationary period may be reduced below these maximum periods. When the probationary period is reduced below the maximum periods by agreement, the agreement will identify specific times for the mid-probationary and tenure reviews. If the probationary period is established to be two years or less, there shall be no mid-probationary review. The duration of the probationary period will not be extended beyond six full academic or fiscal years. However, if a faculty member goes on leave of absence without pay, family leave or paid medical leave for a semester or more during a year of probationary service, the probationary period will normally, upon

timely request of the probationary faculty member, be suspended for the duration of the leave, and subsequent mid- probationary and tenure reviews will be one full year later. A faculty member shall be reviewed for tenure only once” (Section B.3.2.1.b).

2.1 Teaching

In the Honors College, the evaluation of teaching is the most important measure of candidates’ appropriate progress

toward tenure and promotion. Honors College faculty take an active interest in teaching as they work together formally and informally with colleagues to create a culture with a high awareness of effective teaching. Candidates for promotion and tenure are expected to maintain high standards in teaching. In addition, the Honors College recognizes the importance of team teaching, the development of interdisciplinary and experiential courses, writing-intensive courses, and the sustained work involved in mentoring students especially seniors during their thesis year(s). For the purposes of tenure and promotion, evaluations of teaching will be both additive and cumulative, combining information over the entire probationary period of evaluation.

While faculty hired in the Honors College may have substantial prior teaching experience that allows candidates to be more effective teachers, tenure decisions will be based on teaching activities undertaken in the Honors College during the probationary period, while candidates are on the tenure clock as stated in the UNM Faculty Handbook: “Only time spent in a faculty rank in a tenure-track position shall be considered as probationary employment leading to tenure” (Section B.3.2.a).

Candidates will be expected to provide a statement on their teaching in both the third-year review portfolio and in the tenure and promotion portfolio. The statement should include a description of the candidate’s efforts to provide high quality educational experiences for Honors College students. In addition, candidates should provide examples in their portfolios of syllabi and other materials that document their teaching practices during the probationary period.

2.1.1 Teaching Load

It is expected that candidates will maintain a teaching load of four classes or the equivalent per year. Advising, direction and supervision of undergraduate Honors theses, direction or supervision of students in reading, research, internships and residencies or fellowships, mentorship in applications to graduate school, and other faculty supervision or guidance of students in recognized academic pursuits, are also considered part of the teaching load. In the case of the Honors College the amount of time spent by faculty in such mentorship activities is expected to be substantial and therefore must be considered part of the teaching load.

2.1.2 Activities and Indicators of Teaching Excellence

Materials documenting teaching activities and indicators of excellence may include:

- Student evaluations;
- Awards and prizes in recognition of teaching excellence;
- Peer and/or supervisor evaluations;
- Innovative curriculum development and pedagogical approaches;
- Participation in team teaching;
- Supervision of independent study, research, and undergraduate theses;
- Supervision of students for senior teaching and service/experiential learning projects;
- Successful grant applications in support of curriculum and pedagogical development;
- Documents recording innovative curriculum development and pedagogical approaches;
- Workshops or seminars on teaching to Honors College faculty;
- Workshops or seminars on teaching outside the Honors College;
- Guest lectures in another professor’s class.

2.1.3 Independent Study

The Honors College offers students the opportunity to undertake independent study courses with Full Time Honors Faculty outside the typical classroom experience. Independent study courses may be offered for a variety

of reasons; ranging from exploring topics in particular depth or meeting specific goals of the Honors College mission to having students participate in Faculty research to aiding students in completing their coursework when regularly scheduled courses are not available or don't cover specific topics. They may be offered during the regular academic year or the summer semester and for varying credit at varying levels.

Independent study courses are offered at the discretion of individual Faculty members (limited to Full Time Faculty except in extraordinary cases) with the approval of the Honors College Chair or Associate Chair. Independent study courses are beyond the normal teaching load. Faculty members are encouraged to take on students only when it meets their teaching goals as they similarly do when undertaking advanced workshops or seminars in teaching effectiveness, experimenting with teaching methodologies and philosophies, and the like. Furthermore, Faculty are encouraged to take on independent study students only when proposed studies match their research goals and areas of expertise.

Independent study courses generally will not include additional remuneration for the Faculty member. Faculty individually structure independent studies according to their own discretion as teachers and academics based on UNM and the Honors College's general requirements and standards for course hours and content. Courses are approved based on an application form and independent study contract—which outline broad goals, methodologies, and outcomes—crafted and agreed to by both the student and participating Faculty member. Faculty members are strongly encouraged to consult—as they do with all teaching activities—with their colleagues, the Honors Chair and Associate Chair, and their Retention, Tenure and Promotion Committees for advice, guidance, examples or models, and shared direction when crafting independent study contracts.

2.2 Scholarship

The Honors College recognizes that different areas of specialization have different standards for evaluation of scholarly activities. Candidates for tenure and promotion in the Honors College will be judged by standards of areas of professional specialization and/or areas in interdisciplinary fields, and evaluated in light of their actual workload and responsibilities. As described below (Section 2.5), each candidate's tenure committee will set specific standards for scholarship requirements leading to tenure.

Candidates for tenure must demonstrate that they are active and creative participants in the scholarship or artistry of their professional discipline and/or interdisciplinary studies. Successful candidates must demonstrate that they can develop new research/creative projects and bring them to an appropriate conclusion. Given the interdisciplinary nature of the Honors College, it is expected that interdisciplinary scholarship will be given the same weight in tenure considerations as discipline-specific scholarship. The Honors College recognizes that outstanding interdisciplinary scholarship may be published in various forms and venues including electronic media.

While faculty hired in the Honors College may have published scholarship and/or creative work prior to being hired that allows candidates to be more effective scholars and/or artists in their field, tenure decisions will be based on scholarship published or produced during the probationary period, while candidates are on the tenure clock.

Candidates will be expected to provide a statement on scholarship in both the Third-Year Review portfolio and in the tenure and promotion portfolio. The statement should include a description of the impact on or contribution to the scholarly record. In addition, the candidate should provide in the portfolio copies of all works of scholarship created or substantially revised during the probationary period. Scholarship will be evaluated on its overall quality and impact in the field, quantity of the applicant's publications, and venue of publication. It is important to stress quality rather than mere quantity, but a sufficient number of publications are necessary for tenure and promotion in the Honors College.

2.2.1 Activities and Indicators of Scholarly Achievement:

Materials documenting scholarly and/or creative achievements may include:

- The publication of scholarly or creative works in peer-reviewed and regionally, nationally or internationally distributed journals, including traditional and electronic formats;

- Publication of Honors articles in national refereed Honors journals, such as the *NCHC Journal* or *Honors in Practice*;
- The publication of scholarly books or textbooks;
- The publication of peer-reviewed scholarly or creative works in edited collections;
- Completed manuscripts of any of the above that have been accepted for publication;
- Exhibitions or performances of peer-reviewed creative work at the national or international level, or the curatorship of such events;
- Publication and/or distribution of community engaged scholarship and work bringing academic expertise to bear beyond the university, including academically grounded creative works;
- Editorship of books accepted by contract for publication;
- Frequent citations of the candidate's work by other scholars;
- Pattern of success in obtaining significant extramural research funding through grants, awards, or fellowships;
- Editorship of a journal or book series;
- Grants, awards and prizes received in competitions for research or creative activity;
- Patent awarded;
- Presentations at professional conferences in the candidate's field or in Honors;
- Invited keynote speeches or lectures;
- Works produced or made publicly available in new formats such as digital media.

2.3 Service

Assistant professors in the Honors College normally take part in many activities related to building a strong community of scholars and active members of a broader community of citizens. Given the nature of the Honors College, which demands an extraordinary amount of service from assistant professors, the service component should play a substantial role in evaluation of tenure and promotion. Teaching and scholarship are augmented by a range of service responsibilities and activities orchestrated to enhance education: from lectures and events in the community to recruiting that takes place throughout the academic year to the full round of College and University committee work necessary to the functioning of the institution. The Honors College considers this range of service to be vital to the unique form and high quality of education in our community. Contributions of faculty in the area of service are therefore to be respected and weighed accordingly.

While faculty hired in the Honors College may have prior service record that allows them to participate more effectively in academic life and work, tenure decisions will be based on service activities during the probationary period, while candidates are on the tenure clock.

Candidates will be expected to provide a statement on service activities in both the Third-Year Review portfolio and in the tenure and promotion portfolio. The statement should include a description of service activities and their contribution to Honors, UNM in general, or regional/national arenas.

2.3.1 Examples of Service Activities

Service may include, but is not limited to, the following activities. Depending on the individual circumstances and Honors College assignments, some of these activities may count as teaching rather than service (such as College Forum talks, guest lectures, etc.).

- Service on Honors College committees;
- Service on UNM committees;
- Participating in service activities locally, regionally, nationally and/or internationally, including community service using faculty's professional knowledge and skills;
- Participating in professional organizations;
- Advising/assisting student organizations;
- Participating in University governance committees (including but not limited to University Faculty Senate, Faculty Senate Committees, etc.);
- Participating in recruitment activities, such as meeting with visiting students/parents/counselors, participating in recruitment fairs such as UNM Hispanic Day, and participating in UNM's New Student Orientation;

- Participating in Honors College fundraising activities;
- Elected or appointed offices in professional associations;

As in other areas, the tenure and promotion committee will take into account both the quality and quantity of service activities in deciding the overall rating. For example, acting as Chair on a committee (or serving on a particularly labor-intensive committee) will be given more weight.

2.4 Personal characteristics

According to the [UNM Faculty Handbook](#) personal characteristics constitute “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 Honors College and] the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., letters of recommendation for new appointees, or written evaluations prepared by colleagues for promotions or for other departmental reviews)” (Section B.1.2.4).

The Honors College strives to create a collegial atmosphere to facilitate teaching and research. Collegiality, therefore, plays an important role in the promotion and tenure process. However, collegiality is not congeniality; it is a quality manifested in one’s willingness to serve on committees, to provide guidance and support to colleagues and to engage constructively in the collective work of the College, as well as being open to mentorship by senior faculty during the

probationary years of the tenure track process or leading to full professor promotion in the case of associate professors.

2.5 Tenure and Promotion Committee

The interdisciplinary nature of Honors College faculty appointments requires that assistant professors meet criteria for excellence in terms of nationally accepted Honors standards as well as typical disciplinary practices. To assist, mentor and evaluate the tenure progress of candidates according to both Honors and disciplinary standards, assistant professors in the Honors College will work with the Chair to construct a committee of UNM tenured faculty members. These committees will work with individual candidates to insure that the tenure process meets all the guidelines set forth in this Honors College Faculty Handbook as well as the [UNM Faculty Handbook](#) (especially section 4).

2.5.1 Committee Composition

Since assistant professors in the Honors College have different areas of specialization, a tenure and promotion committee will be established for each faculty member on tenure track. These tenure and promotion committees will consist of: the Chair of the Honors College, who will serve in the capacity of a department chair; with 2 tenured faculty members from departments outside the Honors College, who will evaluate the disciplinary scholarly and/or creative interests of the faculty member; and at least 2 (and preferably 3) tenured faculty in the Honors College. For all tenure and promotion committees, the number of tenured Honors College faculty will at least match, and preferably exceed, the number of discipline-based faculty serving on the committee. The number of discipline-based members of any Honors College tenure and promotion committee may not exceed the number of Honors College faculty.

2.5.2 Committee Responsibilities

During the first year of a candidate’s appointment, the Honors College Chair will meet with potential tenure and promotion committee members, review the guidelines outlined in the Honors College Tenure and Promotion Handbook, and request their assistance in the process. During the probationary period, members of tenure and promotion committees will meet as a group with the candidate at least once a year and individually mentor the assistant professor between meetings. Mentoring is a process through which an assistant professor receives guidance and support for successful career enhancement and professional advancement. It is the responsibility of the candidate, and not members of the committee, to arrange all annual meetings, and to ask for individual meetings as needed. In addition, individual committee members will write; annual evaluations of the candidate’s

progress toward tenure; third-year evaluations in the Code 3 year; and final recommendations in the Code 6 year. These evaluations will be included in the candidate's portfolio.

2.5.2.a Pre-Tenure Committee Annual Review

Members of tenure and promotion committees will evaluate the faculty member in the areas of teaching, scholarship and service. Each committee member will forward a written review to the Chair of the Honors College, who in turn, will write an overall evaluation that includes the substantive remarks of the committee. These annual reviews will be submitted by committee members to the Chair no later than April 25 of Code 1-5 years. The Chair's overall evaluation will be made available to the candidate who will then sign it, and it will be sent to the Dean of the Honors College. The tenure and promotion decision legitimately may consider the degree to which the candidate's teaching, scholarship and/or other creative activities establish a cumulative body of scholarly work. Tenure and promotion decisions may look at patterns of activity that are not evaluated annually. Therefore, Honors College annual reviews will be considered in terms of both the annual and the cumulative pattern of the candidate's accomplishments. The evaluation for promotion and tenure is not based on a simple numerical averaging of annual reports, but reflects progress over several years. Such decisions may consider efforts toward and rates of improvement in instructional performance. They may also consider how each year's accomplishments are related to the previous year's activities. For more details on pre-tenure annual reviews, see section 2.6.1 in "Stages in the process" below.

2.5.2.b Code 3 and Code 6 Committee Responsibilities

For both the Code 3 and Code 6 years in the tenure process, each member of the committee will review the candidate's tenure portfolio and write a letter to the Chair evaluating the candidate's progress toward tenure that takes the candidate's record and all relevant criteria into consideration. This letter will include a rating of excellent, good, satisfactory, or unsatisfactory for each area. These evaluations will be kept confidential, but the Chair will include these letters in the candidate's tenure portfolio. For the Code 3 evaluations, these letters will also include (if necessary) specific suggestions about what the candidate needs to do to be recommended for tenure. In addition, the Chair will summarize the letters from the committee members and give this summary to the candidate as well as include it in the Code 3 portfolio.

At the end of the Code 5 year, the tenure and promotion committee will provide the Chair with names, brief descriptions

of credentials, and addresses of 10 potential external reviewers. All potential external reviewers must be tenured faculty at schools other than UNM. For more details on Code 3 and Code 6, see sections 2.6.2 and 2.6.3 in "Stages in the process" below.

2.5.2.c Change in Probationary Status

If an assistant professor wishes to come up for tenure and promotion earlier than the normal maximum probationary time of six years, it is the candidate's responsibility to request that the tenure and promotion committee evaluate his/her progress and make a decision about the request. If the tenure and promotion committee approves the candidate's request, then the candidate will work with the Chair of the Honors College to request that the Honors College Dean and the Provost approve a reduction in the probationary period as explained in the [UNM Faculty Handbook](#) (Section B.3.2.1.b). Once set, the tenure time clock continues without interruption. If the candidate's tenure and promotion committee denies the request for an early decision on tenure and promotion, then the committee's decision is final and the candidate may not request a change in probationary status until the next academic year.

2.6 Stages in the Process

2.6.1 Annual Reviews

Each faculty member's annual evaluation will be based on performance in the areas of teaching, scholarship and service. The faculty member is responsible for updating his or her curriculum vitae and including copies of the work accomplished that year in the annual portfolio. The annual portfolio will be made available to each of the

candidate's committee members in a timely manner that will allow sufficient time to assess materials carefully before the deadline for individual letters to be submitted to the Chair on April 25.

2.6.2 Code 3 or Third-year Review of Progress Toward Tenure

The Third-Year Review will be completed in the spring term of the faculty member's third year of employment. Materials must be presented to the Deputy Provost by the second Friday of February. This evaluation carried out mid-way in the probationary period has a different and more specific timetable than annual reviews. The decision, which is reached by the tenure and promotion committee, the Honors College faculty, the Honors College Chair, the Honors College Dean, the Deputy Provost, and the Provost, is either to continue the faculty member into the second three-year portion of the probationary period or, instead, to offer a terminal one-year contract.

The intent of the mid-probationary evaluation is to provide a careful check of progress toward the forthcoming tenure decision. This evaluation will give the faculty member a clear picture of the performance levels by which she or he is to be judged and offer the opportunity to correct deficiencies in the second half of the probationary period.

The Code 3 evaluation also provides the College with an opportunity to examine its own needs for flexibility, in that it is possible to offer only a one-year contract to a faculty member deemed meritorious, but for whom the University anticipates no further need because of changing academic circumstances. This decision must be made and communicated to the faculty member by June 30 of the third year of service.

The Code 3 evaluation is carried out essentially as described for ordinary annual review. The areas of teaching, scholarship and/or creative projects, and service are analyzed. The Chair's statement, which is based on the tenure and promotion committee's review, is forwarded to the Dean along with the candidate's portfolio. The Dean forwards the materials to the Deputy Provost and then the Provost. The Chair will outline the strengths and weaknesses revealed by the evaluation process, and should indicate the expectations which must be met before tenure will be awarded. This document must be straightforward in noting that meeting these minimal expectations does not guarantee a positive later tenure decision.

The candidate will assemble the Third-Year Review portfolio containing all of the materials required in the Honors College tenure portfolio. However, letters of reference from reviewers outside the Honors College are optional.

The Chair of the Honors College will summarize the letters from tenure and promotion committee members and provide a copy to the candidate. The candidate will be given the opportunity to respond in writing to the letter and narrative account. All materials in the portfolio will be submitted to the Chair who will compose a summary evaluation of the file evaluating the candidate's progress toward tenure and forward it to the Dean. The Chair and the candidate will meet to discuss the evaluation and sign final versions of Third-Year Review materials. A copy of all third-year materials will go into the

candidate's file.

2.6.3 Code 6 or Final Evaluation of Progress Toward Tenure

To assist in the evaluation of a candidate's portfolio, the Honors College, like other units of the University, uses letters of evaluation from both within and outside of the University. The Honors College Chair will insert into the candidate's dossier no less than the UNM minimum-required 6 letters from evaluators who are outside the University. Other letters will be solicited from University colleagues. These letters will be expected to address the entire portfolio and more specifically the candidate's contributions to the UNM community.

The candidate will prepare a portfolio or dossier as described in Section 2.6.5 below. The tenure and promotion committee and the candidate will submit potential external reviewers to the Honors College Chair. The tenure and promotion committee will submit at least six names of potential external reviewers and the candidate will submit at least another six names of potential external reviewers. The Chair will use these suggestions to solicit external reviews of the candidate's scholarship as described in the section on scholarship.

Members of the tenure and promotion committee will review the candidate's completed portfolio including the letters of recommendation from external reviewers as well as those from other departments or programs within the University. The committee will meet to vote on the tenure and promotion decision.

2.6.4 College Review and Recommendation at Mid-probationary, Tenure, and/or Promotion

In addition to the vote by the tenure committee,

2.6.5 Portfolio Preparation

Candidates' portfolios will include the materials outlined below for the preparation of tenure and promotion portfolios. All participating parties are encouraged to review the [UNM Faculty Handbook](#) to be certain of compliance.

For both the Code 3 and Code 6 stages of the tenure process, candidates will prepare a portfolio containing materials organized in the order listed below, with indexed separations. Many candidates prefer using a cardboard box or plastic container with hanging file folders rather than a loose-leaf binder, especially if they will be including books and other bulky materials. The label on the portfolio should have: the candidate's name; Honors College; the nature of the application (e.g. "tenure and promotion to Associate Professor"). When appropriate, the portfolio may include material that requires viewing or listening. If A/V equipment is necessary, please be sure to indicate this on the label.

Any portfolio delivered to Academic Affairs that fails to meet stated requirements will NOT be accepted for consideration.

2.6.5.a Description and Order of Portfolio Materials

Additional descriptions of some of the items listed below appears in Appendix A.

Part A: College/College recommendations

1. UNM signature form;
2. Chair's recommendation letter;
3. Dean's recommendation letter;
4. A copy of the candidate's mid-probationary review(s);
5. Summary of the candidate's yearly evaluations.

Part B: Materials reviewed by the Tenure and Promotion Committee

1. CV: Complete and in discipline-appropriate format;
2. Expanded Statement of Goals: Candidate's expanded statement of professional achievements and future goals in teaching, scholarship, and service (also will be sent to outside reviewers);
3. Teaching Materials:
 - a. List of courses taught: All courses taught during the probationary period and the semester each course was taught. In addition to regular Honors College seminars, this list should include: Individual Study courses taught by candidates; undergraduate Honors College thesis projects directed by candidates; senior teaching projects taught by candidates; and

all tenured members of the Honors College "are expected to submit

written evaluations of the candidate and indicate either a positive or negative mid-probationary, tenure, and/or promotion

recommendation," as specified in the

[UNM Faculty Handbook](#)

(Section B.4.3.1).

experiential lab courses;

- b. Summary of teaching evaluations (UNM approved instruments, e.g. IDEA): Candidates will include a summary of the results of the student evaluations (IDEA forms) for every course they have taught during the

probationary period. These summaries must include a list of each course and its Adjusted average under the “Your Average Scores” section of the IDEA results summary for these areas: A. Progress on Relevant Objectives, B. Excellent Teacher, and C. Excellent Course. In addition, candidates must include copies of the entire IDEA for each course;

c. Peer evaluations of teaching: Candidates are required to include in their portfolios at least four teaching evaluations prior to completion of Code 3 and at least three during the remainder of the probationary period. These peer evaluations must have been submitted to both the Honors College Chair and to the candidate and are expected to have played an important role in annual reviews leading up to tenure.

4. Research/Scholarship Materials:

- a. List of external reviewers;
- b. Sample letter sent to external reviewers;
- c. Letters received from external reviewers.

5. List of Service Activities;

6. Evaluations by Honors College faculty;

7. List of supplemental materials (All documents and materials in this section have been provided by the candidate to the Chair. This list should be signed by the Chair, indicating that all items have been received and placed in the file.)

Part C: Promotion and Tenure Committee Evaluation

1. Summary of Tenure and Promotion Committee vote.

Part D: Supplemental Materials (Many items that could be included in the supplemental materials are considered optional. In most cases, candidates will suggest what is to be included and will provide this material after consultation with the Tenure and Promotion Committee)

1. Examples of Teaching Practices: Materials may include course syllabi, sample assignments, teaching awards, materials demonstrating teaching style and creativity, student comments received on UNM approved teaching evaluation forms, gratitude of students and professional colleagues;
2. Examples of Scholarship/Creative Works: Materials may include books, articles, short creative works, book chapters, conference papers, invited lectures, research grants, reviews of grant proposals or published/in process manuscripts, contracts for future publications, gratitude of students and professional colleagues;
3. Examples of Service Activities: documents relating to service activities prepared by candidate, letters describing contributions to community, awarding of prizes, gratitude of students and professional colleagues;
4. Other materials relevant to substantiate teaching, scholarship, and service.

3.0 FOLLOWING TENURE: POST-TENURE REVIEW

The Board of Regents of the University of New Mexico adopted the post-tenure review policy in 1996. The policy applies to all tenured faculty members at the University. The policy states that a tenured professor who performs well should be rewarded, and one who performs inadequately should seek or accept help and improve or be subject to dismissal. The purpose of the UNM post-tenure review is to determine levels of performance efficiently, equitably, and to encourage and promote professional development. Post-tenure review is in conformity with tenure rights expressed in the [UNM Faculty Handbook](#) (Section B).

3.1 Data Collection and Annual Reviews

Biographical updates and other pertinent information are to be provided by the faculty member to the Honors College Chair. Based on this information, the Chair will submit in writing a description and critique of performance during the past year to the Dean. A copy will be made available to the faculty member. It is desirable that the Chair meet with the faculty member to discuss the critique of performance.

4.0 SABBATICAL

The principle of sabbatical leave has been approved by the Faculty and the Regents of the University as a basic policy. Its main purpose is to encourage professional growth and increased competence among faculty members by subsidizing significant research, creative work or some other program of study which is judged to be of equivalent value.

The Honors College follows the procedures for implementing sabbatical leave policy as established by Academic Affairs.

5.0 PROMOTION TO FULL PROFESSOR

Full professors are the most enduring group of faculty, and it is they who give leadership and set the tone for the entire University. Thus, appointment or promotion should be made only after careful investigation of the candidate's accomplishments in teaching, scholarly work, and leadership. Appointment or promotion to Professor represents a judgment on the part of the Honors College and University that the individual has made significant, nationally recognized scholarly or creative contributions to his or her field and an expectation that the individual will continue to do so.

Qualifications for promotion to the rank of full professor include attainment of high standards in teaching, scholarly work, and service to the University or profession. In keeping with the interdisciplinary curriculum, the Honors College will recognize teaching and scholarship contributing to traditional disciplinary as well as innovative interdisciplinary areas as part of the record for promotion to full professor. Criteria for evaluation will include those indicated in this document for promotion to associate professor, as well as further accomplishments contributing to the candidate's standing in appropriate academic communities.

As stated earlier, the fundamental mission of the Honors College is to provide high-achieving undergraduate students with a quality individualized education. Faculty members in the Honors College take an active interest in teaching as they work together formally and informally. The Honors College recognizes the importance of team teaching, the development of interdisciplinary courses, writing-intensive courses, and the sustained work involved in mentoring seniors during their thesis year. These teaching activities will continue to be the most important and heavily weighted component when evaluating a candidate's promotion to full professor, although candidates must also continue to be effective in the areas of scholarship, service and personal characteristics, as described in the [UNM Faculty Handbook](#). However, service in a given rank for any number of years is not in itself a sufficient reason for promotion to professor ([UNM Faculty Handbook](#) B.4.8.3).

Promotion to full professor indicates that the faculty member is of comparable scholarly stature with others in his or her field at the same rank in comparable university settings, i.e., other colleges and universities where teaching of high-achieving undergraduates is the stated mission, and where faculty do not have access to, or mentor graduate students in a specific discipline.

5.1 Process for Promotion to Full Professor

The Honors College recognizes the special need our faculty have for mentorship to the rank of full professor. For this reason, associate professors are encouraged to develop mentor relationship(s) with appropriate faculty on campus and senior faculty within the Honors College as part of their process toward promotion to full professor. At least one senior faculty member will be assigned to new associate professors to act as mentors until they are able to assemble a promotion committee and proceed to promotion to full professor.

The final process of promotion to full professor begins in the fall semester a year in advance of the request by an associate professor for consideration for review of advancement in rank by the Honors Chair. While it is the intention of the Honors College to create promotion committees populated with senior Honors Faculty, that is not yet possible. For this reason, the Chair, in consultation with the candidate's mentor and the candidate will convene a promotion committee. This committee will be composed of Honors full professors as well as other full professors from relevant departments on campus in the year before the candidate wishes to come up. This committee structure will continue until such time as there are a sufficient number of full professors in Honors.

5.2 The Promotion Packet and External Review

The promotion packet will mirror the portfolio required for tenure and described elsewhere in this document. The process for external review of scholarly materials will also parallel that outlined for tenure, including meeting the UNM-wide requirement for number of external reviewers. The promotion committee will have the same duties in carrying out this process outlined in the tenure section of this document. Following the vote of the promotion committee, all Honors full professors will also vote on the candidate's promotion. All of these materials will be included in the portfolio by the Chair.

APPENDIX A

FURTHER EXPLANATION OF ITEMS LISTED IN PORTFOLIO SECTION

1. UP-TO-DATE CV with sequentially numbered pages. In that section of the CV devoted to Research and Other Creative Activity, please provide complete citations. On the CV, categorize scholarship as follows unless the nature of the scholarly activity requires additional categories:

Refereed Works

Books

Authored

Chapters in Books

Edited

Shorter Research and Honors Works

International

National

State

Local

Conference Papers (indicate whether or not refereed on basis of abstract full paper and if the paper resulted in publication) Competitive Grants

Patents

Non-Refereed Works

2. INSTRUCTION: classroom teaching, dissertation/thesis committees, senior projects, advising of student clubs; curriculum and course development; peer evaluation; professional development of teaching; other documentable contributions to the quality of instruction at the University or in the profession. Provide this information for the entire period under consideration for promotion to Associate Professor and tenure; applications for promotion to Professor should provide the information for the period since promotion to Associate Professor. Provide the information in the following order.

A. Teaching and/or advising awards. Explain the nature of the selection process.

B. Quantitative data on teaching (At a minimum, for the years that the candidate has been employed in the College). Scores on evaluation should be compared to appropriate summary statistics.

C. Peer evaluations.

D. Advising and Mentoring.

3. SCHOLARSHIP, RESEARCH AND/OR OTHER CREATIVE ACTIVITY

This section is an annotated version of the parallel section of the candidate's vita. It should provide detailed information on each published or public work including, if appropriate, presentations at conferences and symposia. This information should permit a colleague outside of the candidate's field to evaluate the candidate's accomplishments in his or her discipline(s). For all publications, the candidate should explain the type of refereeing used (e.g., blind peer review; reviewed by an editorial board; solicited by the editor); the type of journal or press (e.g., "The official publication of the National Collegiate Honors Council." For creative activities, the candidate should provide information on the significance of the venue or exhibition in which the work appeared. This information should be sufficiently detailed to permit an out- of-discipline colleague to evaluate the significance of the performance or other creative activity.

Complete information must be provided on all publications, including page numbers and publication dates. If any work has multiple authors, the candidate should explain his or her role (e.g., co-author, senior author). This is particularly important in those disciplines in which it is necessary to establish one's self as an independent scholar or researcher prior to tenure and promotion.

Include critical reviews of your work, if they exist. Include letters of acceptance for any forthcoming work.

4. SERVICE/ADMINISTRATIVE ACTIVITIES

This section is a narrative with additional information about service/administrative activities. This narrative should explain each activity, if it is not clear from the CV. If possible, this narrative section should refer to

evidence of the quality of the candidate's work. This is particularly important if service and/or administration were a significant part of the candidate's assignment.

5. LETTERS OF EVALUATION addressed to the Chair of the Honors College

A. Letters received from reviewers outside this University chosen by the candidate and the tenure and promotion committee. These should be letters from independent experts in the field who can evaluate the faculty member's work; letters from co-authors, dissertation advisors, and personal friends generally are not appropriate. The Chair's letter should request a brief summary of each referee's credentials; this should be appended to the letter from the outside evaluator.

B. At a minimum, three letters from colleagues within the University. While these letters may evaluate all aspects of the candidate's contributions, they should especially evaluate the quality of the candidate's service to the institution. Letters from junior colleagues in one's department/college are rarely appropriate.

C. Only letters solicited by the Chair are to be included.

6. CHAIR'S LETTER, a copy of which is to be sent to the faculty member and is to include: A. For tenure and promotion—the numerical results of the poll by secret ballot by the tenure and promotion committee.

B. The Chair's recommendation (a clear statement of support or non-support).

C. A detailed analysis and evaluation of the work of the faculty member to include teaching, scholarship and/or creative projects, and service.

7. DEAN'S LETTER must include a clear statement of support or non-support for tenure and promotion.

APPENDIX B

SAMPLE LETTER TO EXTERNAL REVIEWERS

Dear:

Thank you for agreeing to evaluate _____'s scholarly activity for inclusion in his/her portfolio for promotion and tenure at the University of New Mexico.

Currently, _____ is an untenured Assistant Professor in the University of New Mexico's Honors College. The Honors College is a university-wide, interdisciplinary studies College for high-achieving undergraduates at the University of New Mexico. Although we value research, particularly as it informs our teaching, we do place a high value on teaching itself. You will find that some of _____'s work has been in the area of teaching.

Enclosed are copies of _____'s publications along with a copy of the "Promotion and Tenure Guidelines of the UNM Honors College." In your evaluation of his/her scholarly production, we ask that you comment on the quality of his/her research and the contribution to the field of study.

(The Chair may add information here regarding the specific nature of the candidate's work in Honors, e.g., "Although Dr. XYZ is a biologist, her work as a full-time faculty member in the Honors College is different than a biologist working in a biology department. She does not, for example, have access to her own laboratory, nor does she work primarily with biology majors).

We will be forwarding _____'s promotion/tenure portfolio to the Deputy Provost's office in early spring, so we would appreciate receiving your letter of evaluation by the first of November. Please send an abbreviated copy of your CV to include in the tenure portfolio along with your letter.

We realize that it takes considerable effort to evaluate a candidate's scholarly record, and we would like to thank you for your time and consideration. If you have any questions, please do not hesitate to give me a call.

Sincerely,

Rosalie C. Otero, Ph.D. Chair

Enclosures

APPENDIX C

CALENDARS

ANNUAL REVIEWS

Candidate submits updated CV and materials to Tenure and Promotion Committee and Chair April 5
Tenure and Promotion Committee submits the annual review to Chair April 25
Chair forwards summary letter to Dean May 1

CODE 3 (MID-PROBATIONARY) REVIEW

Portfolio ready for review December 1
Tenure and Promotion Committee letters of recommendation/review to Chair by January 30
Portfolio and report to Dean February 10
Portfolio to Deputy Provost February 25
Letter to candidate from Provost June 30

FOR TENURE AND PROMOTION

External Reviewers (name, addresses, email, phone) August 10
Chair sends email requests to potential reviewers
Packet to be sent to External Reviewers September 10
Deadline for External Reviewers is November 10
Portfolio ready for review November 30
Email to Tenure and Promotion Committee reminding them that portfolio is ready for their review
Tenure and Promotion Committee meeting January 10 (if needed)
Tenure and Promotion Committee letters of recommendation/review to Chair by January 30
Portfolio to Dean February 10
Portfolio to Deputy Provost February 25
Letter to candidate from Provost June 30

Packets Must Contain Both:

APPENDIX D

SABBATICAL LEAVE REQUEST GUIDELINES

1. An original
2. A duplicate set of information, and
3. Must consist of the following sections (insert colored paper between sections):

Section I. Request for Sabbatical Leave Form

A completed “Request for Sabbatical Leave Form” signed by the faculty member and Chair and forwarded to the dean.

Section II. Chair’s Memo

A memo from the Honors College Chair which states that the Chair has consulted with the faculty member regarding the coverage of duties during the faculty member’s absence.

Section III. Sabbatical Leave Proposal

Generally 3 to 5 pages long, the proposal provides specific information about activities to be achieved during the sabbatical period.

- a. Title of project
- b. Dates of sabbatical request: Semester I (fall) or Semester II (spring) or both.
- c. Where and when the project will be completed.
- d. Detailed description of the project, including statement of purpose and the expected results of the project. (When applicable the description should include travel plans; planned participation in professional activities such as conferences, symposia or educational Colleges; and if the project depends on external funding, a brief statement about funding sources and availability.)
- e. Explanation of how sabbatical leave will promote completion of project.
- f. Benefits of the sabbatical leave to the Honors College.

Section IV. Supporting Materials

An outline by the faculty member, in consultation with the Chair, how the faculty member’s teaching responsibilities, service activities, and committee duties will be covered during the leave period.

Section VI. Previous Five-Year Workload Report

A workload report written by the faculty member which states how the plan relates to the individuals teaching/research/service duties in the five years preceding the request.

- a. Dates of last sabbatical.
- b. Statement of work completed since last sabbatical.
- c. Report of courses taught on the preceding five years.
- d. Report of other professional and relevant duties in the preceding five years.

Section VII. Letter of Invitation/Confirmation

If applicable, a letter of invitation/confirmation from the person with whom the faculty member will be working.

Section VIII. Current CV

The faculty member’s current curriculum vitae.

Section IX. Sabbatical Report

Upon returning to the University after a sabbatical, the faculty member must submit promptly a sabbatical report to the Deputy Provost with copies to the Chair and the Dean a full report of the research, creative work, publication or other results of the period of leave. Further information is outlined in the *Faculty Handbook* as Policy C200.

