

College of University Libraries and Learning Sciences

Promotion & Tenure Guidelines

Criteria for Evaluation

Promotion & Tenure

The following guidelines are intended to assist in the evaluation of faculty performance for the purposes of tenure and promotion (see *College Faculty Performance Review Policy* for annual review guidelines). Faculty members in the College are hired to support the UNM and College missions. The College faculty engage in and support teaching & learning, scholarship, and service - both within UNM and their profession, and in partnership with the broader community. Appendixes include the (1) P&T Process for Tenure Track and Tenure Faculty, the (2) Promotion Process for Lecturers, and (3) the Tenure and Promotion Timeline.

Criteria

College tenured and tenure track faculty are evaluated on their performance in four categories: (1) Teaching and Librarianship, (2) Scholarship and Creative Works, (3) Service, and (4) Personal Characteristics. In order to earn either tenure or promotion or both, faculty are required to be effective in all four areas. Excellence in either teaching/librarianship or scholarly work constitutes the chief basis for tenure and promotion to the rank of Associate Professor. Excellence in both teaching/librarianship and scholarly work constitutes the chief basis for promotion to the rank of Full Professor.

Teaching and Librarianship

Effective performance in this area is one of the primary qualifications for promotion and tenure in the College. "The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, post-doctoral, and professional students. Library faculty, in the discharge of their professional duties, shall be regarded as engaged in teaching." *UNM Faculty Handbook B1:1.2.1* <http://handbook.unm.edu/section-b/b1.html>. Included in the College definition of teaching is the practice of teaching and instructional outreach focused on the broader community, and *community engaged teaching and learning* in which students and faculty in the College work in partnership with the community to address community identified needs while also contributing to students' academic and civic learning.

Faculty are hired in the College consisting of a university library system, the University Press, and the Organization, Information, & Learning Sciences (OILS) academic program. In supporting the University and College missions, faculty members have a range of duties, responsibilities, work schedules, research

areas, terminal degrees, and contracts. College faculty are appointed to either teaching, practice, or librarian positions. However, faculty responsibilities may include both teaching and librarianship duties.

To be granted tenure, College faculty must show evidence of strong, sustained performance as a librarian and/or a teacher, advisor, and mentor to students. Professional responsibilities for all faculty include:

- Demonstrates professional conduct.
- Exhibits good fellowship and contributes positively to the work environment.
- Communicates effectively.
- Takes an active role in College faculty governance.
- Participates in faculty meetings and evaluations of colleagues.
- Shows commitment to continuous learning and professional development.

Teaching activities may include:

- Develops the curriculum, agreeing on the program aims, determining subject matter, setting goals and objectives, establishing and sequencing courses, crafting learning methods, and developing an overall plan for sustained learning.
- Prepares and delivers instruction, shows evidence of using current teaching tools, technologies and methods. The teaching faculty must also have the ability to mentor graduate students and provide advising. Over the probationary period, faculty will have annual reviews of their teaching, teaching observations by peers, and, most importantly, students' evaluation of their teaching.
- Develops a course syllabus with measurable objectives and well-designed learning activities using current teaching tools, technologies, and methods. Course instruction contributes to student achievement confirmed by evaluation of student accomplishments.
- Teaches courses at the undergraduate or graduate level.
- Advises and mentors students.
- Serves on dissertation and master committees, ensuring that students abide by University policies. The committee determines whether the overall quality of the thesis or dissertation is acceptable. Committee chairs supervise and guide student work.
- Administers OILS programs.
- Develops community partnerships in which curricula are aligned with community identified needs combined with academic objectives.

Librarian activities may include:

- Leads and develops outreach initiatives to promote the Library's services, collections, and facilities to fully integrate them into the campus and at-large communities.
- Teaches students, faculty, staff and community library users how to effectively locate, evaluate, and use information in all formats and creates instructional content and pedagogical methods in support of classroom and online learning.

- Provides reference and research assistance to students, faculty, staff and community library users.
- Organizes and provides access to information resources through the development of course guides, inventories, finding aids, websites, and other discovery systems or tools.
- Develops, administers, and maintains the University Library's collections of print and electronic information.
- Curates archives and special collections.
- Designs and configures systems and interfaces to improve access to information resources.
- Manages, publishes, and archives data and supports scholarly communication. Builds and promotes digital initiatives.
- Administers University Library programs.

Scholarship, Research, or Other Creative Works

To be granted tenure, faculty must show evidence of a sustained record of research and publication of high quality and value to the respective professions. "*Scholarship* embodies the critical and accurate synthesis and dissemination of knowledge. The term *research* is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. *Creative work* is understood to mean original or imaginative accomplishment in literature, the arts, or the professions ... 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. " *UNM Faculty Handbook B1:1.2.2* <http://handbook.unm.edu/section-b/b1.html>.

Following the model proposed by Boyer (1990, and more broadly contextualized in Boyer et al. 2015) scholarship can be in the form of research and discovery scholarship, the scholarship of integration, the scholarship of application, the scholarship of teaching (and learning), and in addition to Boyer's model community engaged scholarship. Research and discovery scholarship is commonly defined in terms of breaking new ground within a discipline and is frequently published within peer-reviewed journals or other scholarly publications within the discipline. The scholarship of integration focuses on bringing together research from multiple disciplines and contexts to create new understanding and knowledge beyond the original contexts within which that research was performed. The scholarship of application takes place at the intersection of a scholar's field of knowledge, and the application of that knowledge in a rigorous manner towards the solution of clearly defined problems. The scholarship of teaching and learning "treats teaching as serious intellectual work, asks questions about their students' learning, seeks evidence in their classrooms that can be used to improve practice, and makes this work public so that others can critique it, build on it, and contribute to the wider teaching commons" (Shulman 2006: ix cited in Bradley 2009). Community engaged research is collaborative research that is planned, executed, and communicated in partnership with communities outside of UNM, typically in support of community identified needs, and resulting in community impact.

Criteria:

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- Faculty are required to contribute a body of work which reflects a high degree of scholarship that includes: the clear definition of the goals or questions to be addressed; identification of the existing theoretical, literature, and/or set of established best practices within which the work is framed; a clearly defined and appropriate set of methods to be applied to the problem or goal; achieving results - positive or negative; communication of those results to appropriate audiences to both document the results of the specific activity and place the project outcomes in a broader context within the discipline; and evidence of critical evaluation and reflection by the scholar on the outcomes of their body of work. The core elements of this body of work must include review by appropriate experts in the relevant discipline or area of practice. Examples of these types of scholarly products include:
 - Scholarly publications such as articles in peer-reviewed journals, refereed conference proceedings, or edited book chapters.
 - There is no prescribed number of articles, book chapters, or conference proceedings. Books are not required for tenure but are highly valued.
 - The College places value on collaborative work (co-authorship) and single and first authorship.
 - Faculty librarians are often experts in subject fields beyond library science and publish in diverse disciplines; therefore, the College does not have a prescribed list of journals or subject areas in which faculty are expected to publish.
 - Teaching faculty publish in their field and add to the quality of the organization's mission.
 - Funded high-impact grants.
 - Juried or peer-reviewed creative works that include software products and databases, patents, movies and curated exhibits, and similar contributions.
 - Products of community engaged scholarship such as technical or other reports, policy documents, or other products developed as outcomes of community engaged scholarship in which there is a review/acceptance process by appropriate experts and/or community partners.
- Scholarly activities such as conference presentations, critical book reviews, encyclopedia entries, contributions to trade journals, research blogs, technical reports, or white papers are considered valuable contributions but only as additions to the primary scholarly works noted above.

Service

Although service is not weighted as heavily as teaching/librarianship and research or creative works, "service" is an essential element of faculty performance and duties. Faculty members, particularly senior faculty members, have a responsibility to contribute to the governance of the University through timely participation on committees and other advisory groups at the department, college, and University levels. Beyond the University, professional service includes participation in professional organizations and other groups that engage in or support educational and research activities. Service also includes community engaged service in which the professional expertise of the faculty member is applied to

meet community identified needs while also meeting the broader goals and mission of UNM and the community.

Criteria:

- Untenured faculty are expected to be active in service at the college level with increasing participation in professional organizations as they approach tenure.
- Senior (tenured) faculty are expected to be active in service at the college and university level and participate in professional organizations of the discipline and in the community in the faculty member's professional capacity.

Personal Characteristics

This category relates to the personal traits that influence an individual's effectiveness as a librarian, teacher, mentor, scholar, and colleague as specified in the *UNM Faculty Handbook*.

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. *UNM Faculty Handbook B1:1.2.4*
<http://handbook.unm.edu/section-b/b1.html>

Definitions

The College of University Libraries & Learning Sciences abides by the *UNM Faculty Handbook* definitions for titles (Section B2: Faculty Rank and Titles).

Associate Professor

UNM Faculty Handbook (Section B2) requirements for an Associate Professor:

- (a) Individuals who have acquired significant experience beyond the terminal degree are appropriate for this faculty rank. They shall have demonstrated competence as teachers [or librarians] and have shown a conscientious interest in improving their teaching. They shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work. This implies scholarly work after the terminal degree sufficient to indicate continuing interest and growth in the candidate's professional field.
- (b) Appointment at, or promotion to, the rank of associate professor represents a judgment on the part of the department, college, and University that the individual has made and will continue to make sound contributions to teaching [or librarianship], scholarly work, and service. The appointment should be made only after careful investigation of the candidate's accomplishments and promise in teaching, scholarly work, and leadership.

Professor

UNM Faculty Handbook (Section B2) requirements for a Professor:

- (a) Individuals who have attained high standards in teaching [or librarianship] and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to develop and mature with regard to teaching [or librarianship], scholarly work, and the other qualities that contributed to earlier appointments.
- (b) Appointment or promotion to Professor represents a judgment on the part of the department, college/school, 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.

To be promoted to full Professor, faculty must show evidence of a strong, sustained record in all four categories: (1) Teaching or Librarianship, (2) Scholarship, Research, or other Creative Works, (3) Service, and (4) Personal Characteristics. The following criteria are intended to assist in the evaluation of faculty performance for the purposes of promotion to full professor.

- Attained high standards in librarianship or teaching
- Made significant contributions to the discipline, profession, or field
- Made significant, nationally or internationally recognized scholarly or creative contributions to the field
- Demonstrated continuous scholarly or creative contributions
- Demonstrated leadership in the College, UNM, and the profession

Lecturers

All Lecturers are evaluated on their performance in: 1) Teaching/Librarianship and 2) Personal Characteristics. Senior Lecturers must also demonstrate “professional excellence” and a “conscientious interest in improving their professional skills.” In addition, Principal Lecturers must demonstrate “professional excellence” and “engagement in the wider profession” as established by their performance in either *Scholarship, Research, or other Creative Works* or in *Service*. See *UNM Faculty Handbook* (C190) http://handbook.unm.edu/under-review/c190_draft.html.

Senior Lecturer

UNM Faculty Handbook (Section C190) requirements for a Senior Lecturer:

- (a) Lecturers with at least five years of continuous service to the University at 0.5 FTE or greater who have demonstrated professional excellence and shown a conscientious interest in improving their professional skills.
- (b) Appointment at, or promotion to, the rank of Senior Lecturer represents a judgment on the part of the department, School or College, and University that the individual has made and will continue to make sound contributions in their professional areas. The appointment should be made only after careful investigation of the candidate's professional and leadership accomplishments and promise.

Lecturers seeking promotion to Senior Lecturer will demonstrate “professional excellence” and a “conscientious interest in improving their professional skills.” See Appendix 2 for Promotion Process for Lecturers.

Principal Lecturer

UNM Faculty Handbook (Section C190) requirements for a Principal Lecturer:

- (a) Senior Lecturers with at least eleven years of continuous service to the University at 0.5 FTE or greater who have sustained consistently high standards in their professional contributions, consistently demonstrated their wider service to the University community and its mission and shown a conscientious interest in improving their professional skills. It is expected that Principal Lecturers will continue to develop and mature with regard to their professional activities and leadership within the University.
- (b) Appointment at, or promotion to, the rank of Principal Lecturer represents a judgment on the part of the department, School or 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. The appointment should be made only after careful investigation of the candidate's professional and leadership accomplishments and promise.

College interprets “engagement in the wider profession” to mean active participation in either scholarship or service at the national level. Senior Lecturers seeking promotion to Principal Lecturer will submit a Promotion Package demonstrating “professional excellence” and “engagement in the wider profession” as demonstrated by sustained participation in either scholarship or service. See Appendix 2 for Promotion Process for Lecturers.

Appendix 1: P&T Process for Tenure Track and Tenure Faculty

The College of University Libraries & Learning Sciences adheres to the *UNM Faculty Handbook* procedures for Mid-Probationary review, Tenure & Promotion to Associate Professor, and Promotion to Professor (Section B4: Faculty Reviews).

Over the probationary period, new faculty will be mentored and receive annual supervisory evaluations and peer reviews from the tenured faculty (see *College Faculty Performance Review Policy and Mentor and Mentee Guidelines*).

Promotion Dossier

Mid-Probationary review faculty and faculty interested in promotion will produce a promotion dossier by the second Monday in September that includes:

- A Curriculum Vita
- A statement of philosophy of librarianship and/or teaching
- A summary of annual performance reviews
- A research statement, including (as appropriate) a description of publication venues, impact ratings, citation indices, performances, exhibits, critical reviews, etc.
 - List of publications
 - Copies of publications
- A statement of service
 - Service accomplishments
 - Evidence of service
- Faculty who teach will include a teaching portfolio with evidence of accomplishments, including:
 - A list of courses taught and developed
 - Illustrative course(s) with syllabus, assignments, teaching materials, and learning outcomes
 - Summary of student evaluations
 - Peer evaluations
- Faculty seeking tenure and promotion to Associate Professor or to Professor will also include:
 - A list of five external reviewers – due June 30

Appendix 2: Promotion Process for Lecturers

College Lecturers with 5-10 years of experience at UNM may be considered for promotion to Senior Lecturer, and those with 11 or more years of experience at UNM may be considered for promotion to Principal Lecturer. See the *UNM Faculty Handbook* (C190) http://handbook.unm.edu/under-review/c190_draft.html for complete details. This process includes a review and recommendation by the College Promotion & Tenure Committee, followed by a review and recommendation by the College. Decisions will be made at the College level and forwarded to the Provost's Office for documentation and salary adjustments.

Numerical Class

The *UNM Faculty Handbook* (C190) states that "Faculty may be appointed to the position of Lecturer I, II, or III. These appointments are for professionals with appropriate academic qualifications, who are demonstrably competent in the relevant areas of their disciplines." College hires lecturers within these numerical classes as follows:

- Lecturer I (1 yr. appointments) – graduate students teaching in OILS who do not have a teaching assistant appointment.
- Lecturer II (2 yr. appointments) – regular College employees who do not have a terminal degree but who offer relevant and needed skills.
- Lecturer III (3 yr. appointments) – regular College employees with a terminal degree in their respective fields.

Rank and Appointment

"While not eligible for tenure, lecturers in each numerical class may hold the rank of Lecturer, Senior Lecturer, or Principal Lecturer." Appointments are one-year renewable term appointments for Lecturers, two-year renewable term appointments for Senior Lecturers, and three-year renewable term appointments for Principal Lecturers.

Senior Lecturer

UNM Faculty Handbook (C190) requirements for a Senior Lecturer:

- (a) Lecturers with at least five years of continuous service to the University at 0.5 FTE or greater who have demonstrated professional excellence and shown a conscientious interest in improving their professional skills.
- (b) Appointment at, or promotion to, the rank of Senior Lecturer represents a judgment on the part of the department, School or College, and University that the individual has made and will continue to make sound contributions in their professional areas. The appointment should be made only after careful investigation of the candidate's professional and leadership accomplishments and promise.

“Upon completion of at least five years of service, a Lecturer will be eligible to apply for promotion to Senior Lecturer.” Lecturers seeking promotion to Senior Lecturer will submit a Promotion Package demonstrating “professional excellence” and a “conscientious interest in improving their professional skills” for review by the College P&T Committee. See *Promotion Package* section below for a description of the contents.

Principal Lecturer

UNM Faculty Handbook (C190) requirements for a Principal Lecturer:

(a) Senior Lecturers with at least eleven years of continuous service to the University at 0.5 FTE or greater who have sustained consistently high standards in their professional contributions, consistently demonstrated their wider service to the University community and its mission, and shown a conscientious interest in improving their professional skills. It is expected that Principal Lecturers will continue to develop and mature with regard to their professional activities and leadership within the University.

(b) Appointment at, or promotion to, the rank of Principal Lecturer represents a judgment on the part of the department, School or 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. The appointment should be made only after careful investigation of the candidate's professional and leadership accomplishments and promise.

The College interprets “engagement in the wider profession” to mean active participation in either scholarship or service at the national level. “Upon the completion of a minimum of eleven years of service, a Senior Lecturer will be eligible to apply for promotion to Principal Lecturer.” Senior Lecturers seeking promotion to Principal Lecturer will submit a Promotion Package demonstrating “professional excellence” and “engagement in the wider profession” as demonstrated by sustained participation in either scholarship or service for review by the College P&T Committee. See *Promotion Package* section below for a description of the contents.

Promotion Package

Lecturers interested in promotion will submit a written letter of intent by May 31 and produce a promotion package by the second Monday in September that includes:

- A Curriculum Vita
- A statement of philosophy of librarianship and/or teaching
- Lecturers who are librarians will include a portfolio with a:
 - Job description
 - Annual reviews highlighting accomplishments and improvement of professional skills
- Lecturers who teach will include a teaching portfolio with evidence of accomplishments, including:
 - A list of courses taught and developed
 - Illustrative course(s) with syllabus, assignments, teaching materials, and learning outcomes

- Summary of student evaluations
- Peer evaluations
- Principal Lecturers will also include:
 - A list of three references who can speak to either scholarship or service at the national level – due June 30
 - For active participation in scholarship:
 - a statement of scholarship
 - publications or grant proposals from the past five years
 - For active participation in service at the national level
 - a statement of service
 - a record of service activities

The Lecturer promotion process follows the same time table as the tenure and promotion process.

Review Process

Promotion to Senior Lecturer

The College promotion & Tenure Committee will review the package for promotion to Senior Lecturer, applying the following criteria:

- Professional Excellence
 - Should include evidence of consistently high annual reviews in librarianship/teaching
 - Supervisor statement
- A conscientious interest in improving their professional skills
 - Should include evidence of deliberate and sustained professional development
 - Supervisor statement

Promotion to Principal Lecturer

The College Promotion & Tenure Committee will review the package for promotion to Principal Lecturer for evidence of research or service, applying the criteria in this document for *Scholarship, Research, or Other Creative Works* or for *Service*.

Negative Decisions

- a. A negative decision by the College will be communicated to the Lecturer within one week of the decision.
- b. The lecturer will be given a copy of this decision and will then have two weeks to appeal.
- c. The lecturer may request copies of evaluations to aid in preparing an appeal.
- d. If a negative decision is sustained, procedures outlined in the *UNM Faculty Handbook* will apply.

Appendix 3: Tenure and Promotion Timeline

The timeline may change due to need.

Candidates:

May 15th

P&T Chair sends e-mail call for intent

May 31st

Early tenure and Full Professor candidates provide intent document to the College

June 30th

Tenure and Associate and Full Professor candidates upload list of references

2nd Monday in September

All candidates upload draft dossier for pre-review by the P&T Committee and Senior Associate Dean

1st Monday in October

External reviewers provide letters for tenure and Associate and Full Professor candidates

Promotion & Tenure Committee:

By 1st Monday in October

P&T Committee and Senior Associate Dean reviews package for completeness, quality

Available 1st Monday in October

All faculty review all candidate packages

1st Monday in November

All faculty upload comments

December 1

P&T Committee shares initial drafts of letters to faculty for review and discussion

January 15

P&T revises letters, shares with faculty prior to final faculty vote

January 31

Faculty revise votes and comments as needed to reflect their final review

Administration

February 15

Dean and Senior Associate Dean review, write letters, upload

Approved by the CUL&LS Faculty 2018-12-10

March – Date determined by UNM

UNM Tenure & Promotion committee given access to packet

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Shulman, Lee S. forward to *Into the Classroom: Developing the Scholarship of Teaching and Learning*, by Thomas Hatch. (San Francisco, CA: Jossey-Bass,, 2005).

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