

SCHOOL OF PUBLIC ADMINISTRATION
GUIDELINES AND POLICY
FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

According to the Faculty Handbook in Section B.4.7.2, “The awarding of tenure is the most serious commitment the department, college/school, and University make to faculty member. Tenure is a privilege, not a right, and is awarded only after the most serious deliberation and review. The tenure review consists of evaluation of the faculty member’s teaching, scholarly work, service, and personal characteristics, according to the standards specified in this Policy and the criteria of the academic unit. For a positive tenure review, the faculty member shall have demonstrated competence or effectiveness in all four areas, and excellence in either teaching or scholarly work.”

The School of Public Administration (SPA) affirms the statement in Section B.2.2.2 (Associate Professor) of the *Faculty Handbook* that: “(a) Individuals who have acquired significant experience beyond the terminal degree are appropriate for this faculty rank. They shall have demonstrated competence as teachers 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.”

Since the SPA is a graduate program, a probationary professor should be actively involved in all aspects of graduate student education and training and should demonstrate an ongoing commitment to research and publication of national significance.

The SPA is interested in the entire research record of the probationary faculty member. However, the decision for tenure and promotion to associate professor is based primarily on work done since joining the University of New Mexico (UNM). Because the MPA degree is an applied professional degree sought primarily by students who are working professionals seeking career advancement and skill improvement, teaching and research that is oriented towards, useful for, and appropriate to these professional needs is valued as much as theoretical contributions. Both kinds of peer reviewed contributions can be part of the dossier of a successful candidate for tenure and promotion.

A favorable decision for tenure and promotion to associate professor finally “represents” what the *Faculty Handbook* in Section B.2.2.2.b calls “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, 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.”

In the case of joint appointments with other units on campus, other evaluative measures will apply as specified in the letters of appointment.

A written annual evaluation, identifying both strengths and weaknesses of junior faculty, will be provided by the director in consultation with at least the senior faculty. Thus, the SPA affirms the statement in Section B.4.2.3 of the *Faculty Handbook* that, “(a) *The annual review is conducted by the department chair, in consultation with at least the tenured members in the department and, where appropriate, with any other faculty who are well acquainted with the probationary member's work.*”

Teaching

The SPA affirms the statement in the *Faculty Handbook* Section 1.2.1.b that: “*Effective teaching is one of the primary qualifications for promotion and tenure. The educational experience provides a student with an increased knowledge base, an opportunity to develop thinking and reasoning skills, and an appreciation for learning. An effective teacher is best characterized as an individual who successfully promotes these goals. Although individual teachers bring to bear different sets of talents in pursuit of these goals an effective teacher, at a minimum, should:*

- *Demonstrate effective communication skills.*
- *Show evidence of strong preparation.*
- *Present material that reflects the current state of knowledge in the field.*
- *Demonstrate effective management skills.*
- *Organize individual topics into a meaningful sequence.*
- *Demonstrate an ability to interact with students in an encouraging and stimulating manner.*
- *Demonstrate a commitment to the discipline.”*

Teaching evaluation of the probationary faculty member will take into account the following factors, which are not presented in rank order:

1. Course evaluations: IDEAS and other student evaluation forms.
2. Course syllabi.
3. Graduate student work: Appointment to professional paper/thesis committees, with a special note of those chaired.
4. Class enrollments (including independent studies, internships, and professional papers/thesis) calculated on an average Full-Time Equivalent Student basis per year, and measured over the full length of the probationary period.
5. Peer evaluations of faculty teaching, as required by the Faculty Handbook.

6. Curriculum development: including new courses designed/taught, school curricular planning.
7. Solicited letters from graduate students with classroom and/or committee-level contact with the faculty member.
8. Evidence of involving students in academic research (e.g., presentations, publications).
9. Teaching awards.
10. Evidence of availability to students for support outside the classroom.
11. Evidence of other teaching-related activities such as training, seminars, or lectures.
12. Evidence of effective incorporation of appropriate technology in teaching.
13. Textbooks, articles and other contributions to pedagogy.

The final evaluation will be based on an assessment of balance and quality among the above factors. It is expected that teachers will meet their classes regularly, hold regular office hours, and generally demonstrate commitment to helping students learn and grow. Negligence of teaching duties and excessive absences from teaching regularly scheduled classes may adversely affect the tenure and promotion decision. While teaching performance is given equal weight with scholarship and research in granting tenure and promotion, even excellent performance in teaching will not be sufficient for granting tenure and promotion if the record in scholarship and research is inadequate.

Scholarship and Research

The SPA affirms the statement in the *Faculty Handbook* Section 1.1.1a that: “(a) *The term Scholarly Work, as used in this Policy, comprises scholarship, research, or creative work. 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.*”

Evaluation of scholarship and research will be based on the following kinds of work:

1. Books authored or co-authored.
2. Books edited or co-edited.
3. Articles in refereed journals.
4. Chapters in refereed edited books.
5. Research/grant funding.
6. Book reviews.
7. Published refereed proceedings
8. Other professional publications
9. Invited talks/presentations to professional meetings and workshops.
10. Oral presentations at professional meetings.

Since UNM is a Carnegie “doctoral granting university with very high research,” probationary faculty will be evaluated at tenure on the impact of their work on the field of public administration. This is to say that evaluation of a candidate’s work is based on an overall assessment of both the quality and the quantity of the work as shown in the submitted dossier. The quantity of publications must be balanced against quality as reflected in their importance and impact on the discipline of public administration and the quality of the journals in which they appear, taken as a whole. An adequate record of publication for tenure and promotion to Associate Professor will include some publications in high impact peer reviewed journals in public administration and related fields, as indicated by commonly used measures of impact such as acceptance rates, citation rates, impact factors and by outside reviewers. Scholarly books are also important scholarly contributions. The quality of the press that publishes the book and the reviews a book receives in scholarly journals in the field and elsewhere are often good indicators of the quality of the book and the scholarly contribution it represents. Finally, a significant impact of a faculty member’s research on public administration practice or public policy will be considered favorably.

It is anticipated that some scholars may produce co-authored work; in such cases, the standard scientific convention of listing authors in the order of their contribution or alphabetically when contributions are equal would be followed. Likewise, research and grant support from nationally and internationally regarded agencies and foundations will be viewed favorably.

While scholarly performance is given equal weight with teaching in granting tenure and promotion, even excellent performance in research and publications will not be sufficient for granting tenure and promotion if there is a record of poor performance and neglect in teaching.

Service:

The SPA affirms the statement in the *Faculty Handbook* Section 1.2.3.a that: “*Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession.*”

The SPA particularly values active involvement in professional organizations and recognizes administrative service in the school as especially important. Probationary faculty members should sustain a consistent, active and collegial presence in school deliberations, decisions and activities.

In addition, because most SPA students are working professionals in public service, involvement in applied professional activities for service is highly encouraged. University service through such venues as appointments and election to Faculty Senate committees is likewise encouraged for its importance both to the unit and the institution as a whole. It is important to keep in mind, however, that favorable tenure and promotion decisions are based largely on performance in teaching and scholarship, and that service contributions, while important and desired, round out the profile of a successful faculty

member at the junior level. Service becomes more important in considerations for promotion to full Professor.

Personal Characteristics:

In evaluating a candidate's personal characteristics the SPA employs the guidelines set forth in the *Faculty Handbook* Section 1.2.4 that “*This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher or creative artist*”. Therefore, in the SPA such evaluation will be embedded in assessments of the candidate in the categories teaching, research and service.