**UNIVERSITY OF NEW MEXICO**

**Anderson School Guidelines for**

**Promotion, Tenure and Mentoring of Faculty**

**Submitted by:**

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**Associate Dean**

**The Anderson School of Management**

**Anderson School Promotion to Full Professor Guidelines**

**Department of Accounting**

**Draft Addition to Promotion Guidelines**

**Promotion to Professor:**

Per UNM Handbook Section 4.8.3, “Qualifications for promotion to the rank of professor include attainment of high standards in teaching, scholarly work, and service to the University or profession. Promotion indicates that the faculty member is of comparable stature with others in his or her field at the same rank in comparable universities. Service in a given rank for any number of years is not in itself a sufficient reason for promotion to professor.”

The department will assess attainment of this standard using the following criteria and procedures:

* In order to qualify for consideration for promotion to the rank of Professor, the faculty member will have “Met” or “Exceeded” expectations in research, teaching, and service for the three years prior to application for promotion. The Department Chair shall include his or her assessment of progress towards the rank of Professor in the annual evaluation report.

Upon Application for Promotion:

* The chair shall obtain written evaluation letters from persons outside the department commenting on the individual’s “comparable stature with others in his or her field at the same rank in comparable universities.”
* A discussion of the individual’s qualifications for promotion to full professor will be made with the input of all academically qualified department members. The discussion shall include an assessment of intellectual contributions since reaching the level of Associate Professor and the individual’s ongoing commitment to high standards in teaching, scholarly work, and service as determined under the department’s annual evaluation criteria.
* Following the discussion of the academically qualified department members, the chair shall obtain the evaluation letters and vote of the full professors in the department.
* If the vote for promotion to Professor is negative, the chair shall provide written comments to the applicant detailing areas and actions necessary to successfully reach promotion.

**Department of Organizational Studies**

**Draft Addition to Promotion Guidelines**

**Promotion to Professor:**

**DOS Annual Evaluation Process**

**Research:**

Research records will be reviewed over the prior three years. Each department chair should read each article for quality. If the publication is co-authored, the individual faculty member should note the contribution he or she made for each publication in the annual report. The standards were divided between the tenure track and the tenured faculty.

Rating Scale:

U = unacceptable

MM = meets minimum standard (including AACSB qualifications) but below expectations as a sustained level of contribution

ME = meets expectations for good performance (required standard of efficacy for tenure)

EE = exceeds expectations

Tenured Faculty:

ME = meets expectations

A tenured faculty member must publish 3 journal articles in three years or some combination of equivalent publications. Equivalency will be determined on a case-by-case basis. The options for alternative publications are below:

* Academic monograph (generally worth more than the other alternative publications)
* Textbook
* Edited volume
* Academic book
* Book chapters

The case for quality for each of the above must be made by the faculty member.

Professional conference activities are also required. Below are examples of conference activities:

* Paper presentation
* Professional Development Workshop presenter
* Symposium presentation

Those individuals seeking promotion to full professor must meet the following criteria:

* Minimum of six academic journal publications (1 or 2 high quality) since becoming tenured
* At least one sole-authored journal article
* National recognition (indicators may be invited seminars, keynote speaking engagements, journal editorship, editorial board membership, reprint of previously published articles, number of citations, leadership in professional organizations, etc.)
* Leadership (professional organizations or University-wide)

EE=exceeding the above criteria

**Teaching:**

Teaching expectations for tenure-track faculty will be closely equivalent to tenured faculty. One exception to this is that the tenure track faculty must teach at least one core class, at least one undergraduate class, and at least one graduate class before tenure. An additional exception is that tenure track faculty will undergo peer evaluations every year, while tenured faculty will undergo peer evaluations every third year. At this time, lecturers are hired to teach and do service, but are not necessarily hired due to outstanding “master teacher” level performance. Thus, the current lecturers will be evaluated at the same level as tenured and tenure-track faculty. However, the DOS faculty believe that new lecturers should be expected to be at the “master teacher” level and we strongly encourage the Leadership Council to consider hiring individuals through national searches at a higher rate of pay who have proven expertise in undergraduate and graduate teaching.

Tenure-Track, Tenured Faculty, and Lecturers:

U – teaching evaluations consistently below 3.7

MM – teaching evaluations average 3.7-3.9, slightly below average student comments, rigor, innovation

ME – teaching evaluations average 4.0-4.1, average student comments, rigor, innovation

EE – teaching evaluations average 4.2-5.0, high quality rigor, positive student comments, innovation

Other Considerations in Evaluations:

Peer evaluation – every year for tenure-track faculty, at least two courses once every 3 years for tenured faculty

Whether the class is a new course

Whether the class is using a new format

Core or Concentration Class

Undergraduate/Graduate Class

Size of class

Syllabus used

Assignments given to students

Course and concentration learning objectives

Learning Assurance Assessment

Promotion to associate with tenure or to full professor requires at least Meets Expectations in teaching.

**Service**

Service activities listed below are basic standards for faculty in each category. Any activities that an individual would like to substitute for the standard activities (e.g., chair of a division of the Academy, conference organization, etc.) need to be negotiated with the Chair.

Tenured Faculty:

Yearly expectations:

* Active in profession (e.g., presentation at conferences, reviewer for conferences, reviewer for journals, participation as chair/discussant in conferences, participation in pre-conference activities, etc.)
* 1 Anderson or UNM committee per year
* Minimum of 10 Anderson events attended each year, one of which must be one of the three graduations (EMBA, regular fall and regular spring graduations)

Portfolio of involvement over a three-year period in the following:

* Leadership role in academic/professional organizations, Department committees, Anderson, and/or University committees
* Student involvement (e.g., faculty advisor to a student club, attendance at student events, etc.)
* Community involvement (e.g., invited presentations to community groups, service on boards, etc.)

**Department of Finance, International, Technology and Entrepreneurship**

**Draft Addition to Promotion Guidelines**

**Promotion to Professor:**

**FITE PROMOTION TO FULL GUIDELINES (DRAFT 4-27-2012)**

Per the University of New Mexico “Policy on Academic Freedom and Tenure” Section 1.2(b), faculty performance is to be evaluated in four categories -- Teaching, Scholarly Work, Service, and 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 or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member’s strengths in teaching and scholarly work.”*

Per the University of New Mexico “Policy on Academic Freedom and Tenure” Section 2.2.3(a), for promotion to the rank of professor:

*“Individuals who have attained high standards in teaching 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, scholarly work, and the other qualities that contributed to earlier appointments.”*

Regarding scholarly work, the expectation is that the faculty will continue to publish at least at the same pace and journal quality as in the pre-tenure years. The faculty will have demonstrated impact on the field through wide-citation of his or her academic publications, leadership role at journals or conferences, and referee activities. The faculty will also have a research pipeline consistent with the expectation that publication will continue at about the same or higher pace and quality after promotion to full.

Regarding teaching, the expectation is that faculty will continue to be effective in teaching, which is evaluated through tenured faculty reviews of syllabi, class visits, and student evaluations. Faculty will be expected to have taken on leadership roles in curriculum development within his or her own discipline, ASM, or the university. Faculty will also have developed and implemented new courses, concentrations, community-partnerships, consulting opportunities, study-abroad programs, or other learning experiences demonstrated to have furthered the opportunities and learning outcomes of ASM or other university students.

Faculty will have demonstrated expertise and interest in the general problems of university education and their social implications, and the ability to make constructive judgments and decisions, by serving in leadership roles within ASM and on university committees or faculty senate.

**Department of Marketing, Information and Decision Sciences**

**Draft Addition to Promotion Guidelines**

**Promotion to Professor:**

Promotion to the rank of Professor

The MIDS departmental Guidelines

Draft date: 9/6/12

1. An associate professor may submit his or her dossier for promotion to Professor by following the documentation guidelines that are posted on My ASM. And the candidate should meet with the MIDS department chair no later than August of the academic year in which the process would begin.
2. The applicant should engage in regular discussions with senior Anderson faculty and the dean about the requirements for promotion to the rank of Professor well in advance of making the decision to apply.
3. The application time for promotion to the rank of Professor is stated in the UNM Faculty Handbook: “Timetable for promotion to professor: The anticipated length of service in the rank of associate professor prior to consideration for promotion to the rank of professor is at least five years. Recommendations for promotion in less time must be carefully weighed and justified.” The UNM Faculty Handbook also states: “Qualifications for promotion to the rank of professor include attainment of high standards in teaching, scholarly work, and service to the University or profession. Promotion indicates that the faculty member is of comparable stature with others in his or her field at the same rank in comparable universities. Service in a given rank for any number of years is not in itself a sufficient reason for promotion to professor.”
4. 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.

The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence. The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question. Evidence of scholarship or creative work is determined by the faculty member's publications, exhibits, performances, or media productions and may be supplemented by evidence of integration of the faculty member’s scholarly work and teaching.

1. The scholarly work requirements for promotion to the rank of Professor in MIDS are the following:
   1. A minimum of 6 peer reviewed journal articles since the time at which the candidate was promoted to the rank of tenured Associate Professor. All six articles must be of a “B” level of quality or higher. If there are “A” level articles in the portfolio then the count of 6 may be adjusted. If there are “C” level articles in the portfolio then their contribution to the quality and the required count of the portfolio will be determined by the tenured faculty in the department. The quality rankings may come from the Harzing listing, ISI, Financial Times, AACSB’s “Journal Rankings and Indices of Research Productivity” or in some cases well respected publications within the discipline that rate the quality of journals in that discipline. Prior to beginning the process the applicant should consult with the department chair and the full professors in the department as to the current state of his or her research portfolio.
   2. A minimum of 5 other intellectual contributions since the time of promotion to the rank of tenured Associate Professor. As defined in the Anderson School of Management Academic Qualifications guidelines: *OIC =* *other intellectual contribution, enumerates an intellectual contribution other than PRJ regardless of the form of contribution, including (but not limited to) research monograph, scholarly book, chapter in a scholarly book, textbook, proceedings from a scholarly meeting, paper presented at an academic or professional meeting, publicly available research working paper, paper presented at a faculty research seminar, publication in a trade journal, in-house journal, book review, written case with instructional material, instructional software, and other publicly available material describing the design and implementation of a new curriculum or course. Note: Intellectual contributions must be publicly available, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.*
   3. The applicant is expected to demonstrate a steady research performance and an ongoing research agenda for each of the most recent five years. Therefore, the applicant should have been evaluated as at least Meeting Expectations in research for each of the most recent five years.
   4. The impact of co-authoring: The evaluation committee of tenured department faculty will consider the effect of sole authored articles and articles that have more than four co-authors. Generally all authors on a publication will be assumed to have contributed equally unless other evidence suggests otherwise.
2. Effective **teaching** is one of the primary qualifications for promotion. 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, to be an effective teacher requires a minimum of the following:
   * 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.

Per the University of New Mexico “Policy on Academic Freedom and Tenure” Section 2.2.3(a), for promotion to the rank of professor:

*“Individuals who have attained high standards in teaching 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, scholarly work, and the other qualities that contributed to earlier appointments.”*

Evidence to be evaluated must include student course evaluations, descriptions of courses taught and developed by the faculty member, and written reports of peer observations of teaching. The applicant should have been evaluated as at least Meeting Expectations in teaching for each of the most recent five years.

A candidate may provide evidence of the development of new courses, or new pedagogies, innovation in teaching techniques, and/or recognition of teaching excellence through prizes or nominations.

1. There are two broad categories of **faculty service** which will be evaluated: professional and public:

(a) Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including, for example, facilitating the day-to-day operations of academic life, mentoring students and colleagues. Universities, and their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Although service is not weighted as heavily as teaching 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 service to professional organizations and other groups that engage in or support educational and research activities.

(b) Public service consists of activities that arise from a faculty member’s role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

Service to the University, to the faculty member's profession and to the local, national, and international communities beyond the University is reviewed in this category. Evidence of performance in this area includes committee work at the University, college and department levels, and participation in professional organizations of the discipline and in the community in the faculty member's professional capacity.

Service for Associate Professors in MIDS should be at the level of Meets Expectations or higher in annual reviews for the most recent five year time period. It is expected that those individuals seeking promotion to the rank of Professor have demonstrated leadership in providing service. The service contributions will be evaluated as a portfolio of service to the department, Anderson, the university, the scholarly community, the business community, and the profession.

1. **Personal characteristics** are also evaluated in promotion to full professor. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual’s moral stature and ethical behavior, for they are fundamental to a faculty member’s impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., written evaluations prepared by colleagues or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.
2. **Ongoing contributions** are also expected of all faculty promoted to full professor. The nature of these activities may vary, but, the expectation is that the individual will remain academically qualified. Besides traditional scholarly publications, activities such as writing textbooks, conference presentations, reviewing manuscripts, organizing conferences, presentations at Universities, administrative responsibilities, taking on leadership roles in major professional associations, as well as other contributory efforts in the discipline, are ones that full professors are expected to continue. Candidates should show potential for continued enthusiasm and potential for contributing to their discipline.

**The Evaluation Process**

The process of evaluation for promotion to the rank of Professor begins in late August or September of the academic year in which the applicant elects to begin the process. At this time the applicant will begin assembling his or her dossier. The dossier will include a binder or two and a set of PDF files of all publications. The PDF files will be loaded to a secure site that is accessible to all internal reviewers. Also at this time the selection of outside reviewers for the research record of the applicant is done. When external review letters are required the candidate shall suggest potential reviewers to the chair. The chair, in consultation with tenured faculty, shall identify additional reviewers. The chair shall select reputable scholars, researchers, or creative artists and critics who can evaluate the candidate's contributions to scholarship, research, or creative work. The materials supplied to external reviewers shall include written instructions and a *curriculum vitae*. Such external review letters shall be added to the dossier by the chair. External reviewers shall be advised that the University will endeavor to keep the reviewer's identity confidential, to the extent permitted by law. The faculty’s affiliation should be at schools of an equal or higher level than the Anderson School of Management at UNM and the external reviewers should have expertise in the faculty member’s main research stream when possible.

The department chair then contacts the outside reviewers to explain the process and to ask if they can serve. The letter to the outside reviewers includes the UNM promotion to full professor policy and a statement about teaching and service loads expected of an Associate Professor. The letter also includes a statement that we are asking only for an evaluation of the body of research and not an opinion on whether or not the candidate should or should not be promoted to the rank of Professor. The department chair informs the outside reviewer of the time table for the return of the reviews. That time frame is generally within the month of November. The department chair follows up with the outside reviewers to ensure that the outside letters are received during the month of November. The chair also obtains the curriculum vita of each reviewer.

The department chair then creates the rough draft of the departmental evaluation letter during the month of November. Sections included in the letter address teaching, service, research, summaries of the outside reviewers’ comments on research, the personal characteristics of the candidate, and a summary of the departmental vote.

No later than early December all tenured academically qualified faculty within the department meet face-to-face to discuss the dossier of the candidate. Both full and associate professors will vote and with the votes tallied separately by rank.

Modifications to the departmental letter take place at that time and generally a vote for or against promotion to the rank of professor takes place during that meeting. Following the meeting all tenured academically qualified faculty in the department carefully read the departmental letter. When all tenured academically qualified MIDS department faculty agree on the content of the letter each person then signs on the cover page. The candidate does not sign the letter.

**Anderson School Tenure Guidelines**

**Department of Accounting**

**Draft Addition to Tenure Guidelines**

**Promotion to Associate Professor:**

**ACCOUNTING EVALUATION PROCEDURES**

Dated: January 23, 2008 (Revised following comments from LC meeting)

Annual faculty evaluation procedures for the accounting department - the evaluations will be conducted by the department chair. In the following materials, some references are made to a departmental evaluation committee. The committee will be composed of three members to decide needed research items (all will be tenured faculty) and four members (tenured faculty and/or lecturer) for teaching and service items. The department faculty will select the members of the committee (if needed).

**RESEARCH**

The following definitions will be used in the evaluation of research productivity:

Research Publications:

Classifying a publication as major, standard plus, standard, or supportive:

 Major

To be considered a major publication, an article must appear in the main section of an FT40 journal, an American Accounting Association publication or a journal included in SSCI.

 Standard Plus

To be considered a standard plus publication, an article must appear in an externally peer reviewed journal and be included in the top 50% of ranking studies for accounting and/or tax journals. For research published in other journals, similar criteria will be applied.

 Standard

To be considered a standard publication, an article must appear in an externally peer-reviewed journal.

 Supportive

All other publications will be classified as supportive.

Points will be assigned to these categories as follows: major, 20; standard plus, 15; standard, 10; supportive, 5.

Conference presentations

Defining a conference presentation as major, standard, or supportive:

There are two criteria for classifying a presentation:

1) Externally peer reviewed with low acceptance rates

2) Inclusion on main program of national or international conference

 Major

A conference presentation that meets both criteria can be considered major.

 Standard

A conference presentation that meets one of the two criteria can be considered standard.

 Supportive

If none of the three criteria are met, the conference presentation can be considered supportive. Presentations made at the Anderson seminar series or departmental seminars will be considered supportive.

Points will be assigned to these categories as follows: major, 5; standard, 3; supportive, 1.

**Significant other conference participation** (2 points each)

Examples include organizing a panel, poster presentation sessions, panel participation

**Books and Book Chapters:**

Chapters in books published by nationally/internationally recognized publishers may be considered major or standard publications depending on their length, the importance of the book and publisher and the book circulation.

**External research grants:**

Preparation and submission of research grant requests in line with departmental initiatives, points to be decided by departmental evaluation committee.

**Evidence of Ongoing Research Activity**

The accounting department recognizes that much of the work on a research project may occur across evaluation periods. The following points will be assigned at various benchmarks of the publication process:

Initial submission 1 point

Re-Submission of revised manuscript in response to review process 1 point

**Impact of Co-authoring**

The evaluator will consider (in conjunction with the evaluation committee) adjustments to publication points for articles that are sole-authored or have greater than 4 authors.

**Evidence of Significant Impact of Previously Published Work:**

Frequently, we do not have immediate evidence regarding the impact of our work. Examples include: articles selected for reprint, manuscript awards from reputable entities, evidence of high uses such as downloaded articles or citation analysis, substantial inclusion of work in published literature review, significant involvement in editorial board membership and ad-hoc reviewing. An evaluation committee will consider adjustments to research points for such honors and activity.

**Other:**

Any activity not included here will be evaluated by the departmental evaluation committee.

**TENURE-TRACK FACULTY**

(The term “Meets Expectations” means Meets Expectations for Tenure.)

To meet expectations for tenure, tenure-track faculty need to produce a research record equivalent to one peer reviewed academic journal publication per year, with 1 publication of major quality.

3 = meets expectations

 6 refereed academic journal publications with 1 publication of major quality over a six-year period and at least one conference presentation every two years (conference quality should be considered). The annual review will assess whether the untenured faculty member is making reasonable progress towards attaining these tenure requirements.

The expectation is that untenured faculty should concentrate on quality academic journal publications. However, alternative publications may be considered in lieu of academic publications. Secondarily, to foster involvement in the research community, untenured faculty should attend at least one academic conference every 2 years.

**TEACHING**

Teaching expectations for tenure-track faculty and lecturers will be closely equivalent to tenured faculty. Differences in teaching load expectations will be factored into the evaluation criteria.

MINIMUM

To meet minimum expectations, the faculty member must provide an annually updated syllabus for each preparation. In addition, faculty are expected to perform at an average “level” as evidenced by standard UNM student evaluation instrument (e.g., ICES, IDEA) and have no consistent pattern of negative written comments in their evaluation instrument.

MEETS

To meet expectations, faculty must, in addition to the requirements for minimum expectations as listed above, provide evidence of continuous improvement in their courses.

EXCEEDS

To exceed expectations, faculty must satisfy the criteria for meets expectations as well as demonstrate superior classroom performance through some combination of:

▪ outstanding evaluations in the standard evaluation instruments

▪ high number of preparations

If a non-standard student evaluation instrument is used (either in place of or in addition to the UNM instrument), it must be accompanied by evidence of validation and pre-approval by the department chair.

▪ high number of students

▪ significant classroom innovations (including new preparations or significant changes in existing preparations)

Coordination efforts that further the provision of consistent quality education to students

Beginning in 2008 Other Considerations in Evaluation of teaching will include:

Peer evaluation – every year for tenure-track faculty, at least two courses once every 3 years for tenured faculty and lecturers

Development and communication of course learning objectives (required for meets expectations)

Appropriate participation in Learning Assurance Assessment (required for meets expectations)

**SERVICE**

Minimum and Meets expectations are the same for 2007 (see dean’s information). Accounting faculty must also provide evidence of appropriate professional interaction.

Exceeds expectations:

Evidence of significant service (beyond meets expectations levels).

Evidence of participation across the following categories A-C is required.

Minimum standards are differentiated by rank.

 Note: For 2007 only, these minimum standards should not be used as strict criteria, given that they may represent a change from previous expectations. Instead, please use past practice to guide evaluation.

A. Collegial Service

Attend department and school faculty meetings

Minimum standard:

Pre-tenure: Attend all unless excused in advance

Post-tenure: Attend all unless excused in advance

Lecturers: Attend all unless excused in advance

 Attend department and school events (e.g., research presentation, interview presentation, commencement, Hall of Fame dinner, recruitment or career placement event, student club meeting, open houses)

Minimum standard:

Pre-tenure: Five per year

Post-tenure: Ten per year

Lecturers: Ten per year

B. Professional and Community Service

Evidence of external professional activity (e.g., conference participation, journal reviewer, text reviewer)

Minimum standard:

Pre-tenure: One discipline-related activity

Post-tenure: One discipline-related activity

Lecturers: Activity sufficient to maintain AACSB Professional Qualification

AND/OR

 Evidence of community activity (e.g. board membership, consultation, public lectures, internship support, membership in business or education-related organizations)

Minimum standard:

Pre-tenure: None required

Post-tenure: One on-going activity or three one-time activities

Lecturers: One on-going activity or three one-time activities

C. Departmental, School, and University Service

Minimum standard:

Pre-tenure: Membership in one department or school committee or focused effort (e.g., taskforce, search) per year but none required in first two years. Note: Some department and school service must be undertaken during the pre-tenure period, but the goal should not be to “exceed” or “greatly exceed” expectations.

Post-tenure: Membership in two department, school, or university committees or focused efforts (e.g., taskforce, search, student club advisor, concentration advisor.)

Lecturers: Membership in two department or school committees or focused efforts (e.g., taskforces) per year, each with a moderate workload, or the equivalent, plus a leadership role in student mentorship (e.g., student club advisor, service learning project.)

**Department of Organizational Studies**

**Draft Addition to Tenure Guidelines**

**Promotion to Associate Professor:**

**DOS Annual Evaluation Process**

**Research:**

Research records will be reviewed over the prior three years. Each department chair should read each article for quality. If the publication is co-authored, the individual faculty member should note the contribution he or she made for each publication in the annual report. The standards were divided between the tenure track and the tenured faculty.

Rating Scale:

U = unacceptable

MM = meets minimum standard (including AACSB qualifications) but below expectations as a sustained level of contribution

ME = meets expectations for good performance (required standard of efficacy for tenure)

EE = exceeds expectations

Tenure-track Faculty:

ME= meets expectations (The term “Meets Expectations” means Meets Expectations for Tenure.)

* 3 refereed journal publications with 1-2 high quality over a three-year period. A minimum of 6 journal articles and 2 A-level publications are necessary to be considered for tenure. However, there is no presumption of tenure upon achieving this record as each record will be reviewed on its own merits. Premier (AMJ, AMR, ASQ) journals will be recognized as such in the tenure and promotion process
* Conference presentations (conference quality will be considered)

The expectation is that untenured faculty should concentrate on quality academic journal publications. In addition, to foster involvement in the research community, they should present at and/or attend at least one academic conference every 2 years.

EE=exceeding the above criteria

**Teaching:**

Teaching expectations for tenure-track faculty will be closely equivalent to tenured faculty. One exception to this is that the tenure track faculty must teach at least one core class, at least one undergraduate class, and at least one graduate class before tenure. An additional exception is that tenure track faculty will undergo peer evaluations every year, while tenured faculty will undergo peer evaluations every third year. At this time, lecturers are hired to teach and do service, but are not necessarily hired due to outstanding “master teacher” level performance. Thus, the current lecturers will be evaluated at the same level as tenured and tenure-track faculty. However, the DOS faculty believe that new lecturers should be expected to be at the “master teacher” level and we strongly encourage the Leadership Council to consider hiring individuals through national searches at a higher rate of pay who have proven expertise in undergraduate and graduate teaching.

Tenure-Track, Tenured Faculty, and Lecturers:

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ME – teaching evaluations average 4.0-4.1, average student comments, rigor, innovation

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Other Considerations in Evaluations:

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Size of class

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Learning Assurance Assessment

Promotion to associate with tenure or to full professor requires at least Meets Expectations in teaching.

**Service**

Service activities listed below are basic standards for faculty in each category. Any activities that an individual would like to substitute for the standard activities (e.g., chair of a division of the Academy, conference organization, etc.) need to be negotiated with the Chair.

Rating Scale for Tenure-Track:

EE = more activity than ME

ME = meets expectations – all activities listed below

MM = minimum – at least three bullet points for tenure-track, at least four bullet points for tenured and professional development and two bullet points for lecturers

U = attend department and faculty meetings and two bullet points for each

Tenure-Track Faculty:

* Minimum of 5 Anderson events attended each year, one of which must be one of the three graduations (EMBA, regular fall and regular spring graduations)
* 1 Department or Anderson committee after 2 years
* 2 Department, Anderson, and/or University committees over a six year period
* Active in profession (e.g., presentation at conferences, reviewer for conferences, reviewer for journals, participation as chair/discussant in conferences, participation in pre-conference activities, etc.)

**Department of Finance, International, Technology and Entrepreneurship**

**Draft Addition to Tenure Guidelines**

**Promotion to Associate Professor:**

**FITE TENURE GUIDELINES (DRAFT 4-27-2012)**

Per the University of New Mexico “Policy on Academic Freedom and Tenure” Section 1.2(b), faculty performance is to be evaluated in four categories -- Teaching, Scholarly Work, Service, and 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 or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member’s strengths in teaching and scholarly work.”*

To be judged excellent in scholarly work, the expectation is 6 or more peer-reviewed journal articles, with at least one in a *top journal* and at least 3 others in *second-tier or higher impact journals*. The journals are expected to be in the same area or area related to the faculty’s line. *Top journals* are defined as journals that have a Journal Citation Rank (JCR) impact factor of 2.0 or higher or that are on the Financial Times Top 45 list. *Second-tier or higher impact journals* are defined as journals that have a JCR of at least 1.0 or that are on the Financial Times Top 45 list.

Faculty who pursue this route to tenure are also required to be effective in teaching, which is evaluated through tenured faculty reviews of syllabi, class visits, and student evaluations.

Excellence in teaching requires substantial demonstrated contributions to the craft of teaching, including publications of original research at pedagogical conferences and in peer-reviewed pedagogical journals. The hurdle to be granted tenure based on teaching is extremely high and is rarely attempted. Faculty who pursue this route to tenure are required to be effective in research, which requires publication or acceptances of at least some original research in peer-reviewed non-pedagogical journals.

Expectation for effectiveness in service is minimal for tenure-track faculty, who are expected to serve on an ASM or department committee (e.g., policy and planning, library, information technology, or recruiting) and / or serve as advisor for a student club during their T4, T5, and T6 years.

To be judged less than effective in the category of personal characteristics, faculty must have committed an egregious act, such as plagiarism or academic dishonesty.

**Department of Marketing, Information and Decision Sciences**

**Draft Addition to Tenure Guidelines:**

**Promotion to Associate Professor:**

Tenure and promotion to the rank of Associate Professor

The MIDS departmental policy

Draft dated: September 6, 2012

1. An assistant professor may submit his or her dossier for promotion to tenured associate professor by following the documentation guidelines that are posted on My ASM. And the candidate should meet with the MIDS department chair no later than August of the T6 academic year.
2. The applicant should engage in regular discussions with senior MIDS faculty, the department chair, and the dean about the requirements for promotion to tenured associate professor well in advance of the beginning of the T6 academic year. Feedback on progress towards tenure and promotion will be provided in the annual evaluation letters.
3. The application time for promotion to the rank of associate professor is stated in the UNM Faculty Handbook: “Timetable for promotion to associate professor: The anticipated length of service in the rank of assistant professor is six years, with review for promotion to the rank of associate professor occurring in the sixth year. The review process for advancement to associate professor is normally conducted at the same time as the review for tenure (i.e., Fall semester of the final academic year of the probationary period). Recommendations for promotion in less time are to be carefully weighed and justified. Notification of the outcome of the review shall be made during the Spring semester no later than June 30 of that year.”
4. The UNM Faculty Handbook also states: “The awarding of tenure is the most serious commitment the department, college/school, and University make to a 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.”
5. 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.

The faculty member's scholarly work should contribute to the discipline and serve as an indication of professional competence. The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question. Evidence of scholarship or creative work is determined by the faculty member's publications, exhibits, performances, or media productions and may be supplemented by evidence of integration of the faculty member’s scholarly work and teaching.

1. The **research** requirements for tenure in MIDS are the following:
   1. Generally a minimum of 6 peer reviewed articles that provide evidence of a research stream. All six articles must be of a “B” level of quality or better. If there are “A” level articles in the portfolio then the count of 6 may be adjusted. If there are “C” level articles in the portfolio then their contribution to the quality and the required count of the portfolio will be determined by the tenured faculty in the department. The quality ratings may come from the Harzing listing, ISI, Financial Times, or in some cases well respected publications within the discipline that rate the quality of journals in that discipline.
   2. A minimum of 4 other intellectual contributions. As defined in the Anderson School of Management Academic Qualifications guidelines: OIC = other intellectual contribution, enumerates an intellectual contribution other than PRJ regardless of the form of contribution, including (but not limited to) research monograph, scholarly book, chapter in a scholarly book, textbook, proceedings from a scholarly meeting, paper presented at an academic or professional meeting, publicly available research working paper, paper presented at a faculty research seminar, publication in a trade journal, in-house journal, book review, written case with instructional material, instructional software, and other publicly available material describing the design and implementation of a new curriculum or course. *Note: Intellectual contributions must be publicly available, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.*
   3. The impact of co-authoring: The evaluation committee of tenured department faculty will consider the effect of sole authored articles and articles that have more than four co-authors. Generally all authors on a publication will be assumed to have contributed equally unless the evidence suggests otherwise.
   4. The candidate has been rated as at least Meeting Expectations in the most recent three years.
2. Effective **teaching** is one of the primary qualifications for promotion. 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, to be an effective teacher requires a minimum of the following:
   * 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.

Evidence to be evaluated must include student course evaluations, descriptions of courses taught and developed by the faculty member, and written reports of peer observations of teaching. A candidate may provide evidence of the development of new courses, or new pedagogies, innovation in teaching techniques, and/or recognition of teaching excellence through prizes or nominations. The candidate has been rated as at least Meeting Expectations in teaching for the most recent three years at the University of New Mexico or at a previous school prior to employment at the University of New Mexico.

1. Tenure may be recommended by the department based primarily on excellence in teaching where a candidate has achieved annual ratings of Exceeds Expectations in teaching over four of the five most recent years. Additional evidence of excellence in teaching will be provided by pedagogically based peer reviewed journal articles. School and university teaching awards and recognitions will be considered as additional evidence of excellence in teaching. The candidate will have achieved a research record of five articles at a “B” level of quality or better. If there are “A” level articles in the portfolio then the count of 5 may be adjusted. If there are “C” level articles in the portfolio then their contribution to the quality of the portfolio will be determined by the tenured faculty in the department. And at least 4 other intellectual contributions as defined above.
2. There are two broad categories of **faculty service** which will be evaluated: professional and public:

(a) Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including, for example, facilitating the day-to-day operations of academic life, mentoring students and colleagues. Universities, and their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Although service is not weighted as heavily as teaching 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 service to professional organizations and other groups that engage in or support educational and research activities.

(b) Public service consists of activities that arise from a faculty member’s role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

Service to the University, to the faculty member's profession and to the local, national, and international communities beyond the University is reviewed in this category. Evidence of performance in this area includes committee work at the University, college and department levels, and participation in professional organizations of the discipline and in the community in the faculty member's professional capacity.

Service for Assistant Professors in MIDS should be at the level of Meets Expectations or higher in annual reviews for the most recent five year time period. The service contributions will be evaluated as a portfolio of service to the department, Anderson, the university, the scholarly community, the business community, and the profession.

1. **Personal characteristics** are also evaluated in then tenure decision. This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual’s moral stature and ethical behavior, for they are fundamental to a faculty member’s impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., written evaluations prepared by colleagues or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal.

**The Evaluation Process**

The process of evaluation for tenure begins in the spring of the fifth year on the tenure clock. In the spring semester before the faculty member is scheduled for tenure and promotion review, the department chair shall meet with the faculty member to discuss the assembly of the dossier. At this time the applicant will begin assembling his or her dossier. The dossier will include a binder or two and a set of PDF files of all publications. The PDF files will be loaded to the MIDS SharePoint site.

Early in the Fall semester of the T6 review year, the candidate shall submit the dossier to the chair. During the confidential evaluation process, peer evaluators within the University shall have access to the dossier and to the external reviews. Also at this time the selection of outside reviewers for the research record of the applicant is done. The candidate shall suggest potential reviewers to the chair. The chair, in consultation with tenured faculty, shall identify additional reviewers. The chair shall select reputable scholars, researchers, or creative artists and critics who can evaluate the candidate's contributions to scholarship, research, or creative work. The materials supplied to external reviewers shall include written instructions and a *curriculum vitae* of the candidate. Copies of the candidate’s publications will be provided to the reviewer as requested either electronically or in a package sent by express delivery. Such external review letters shall be added to the dossier by the chair. External reviewers shall be advised that the University will endeavor to keep the reviewer's identity confidential, to the extent permitted by law. The faculty’s affiliation should be at schools of an equal or higher level than the Anderson School of Management at UNM and the external reviewers should have expertise in the faculty member’s main research stream when possible.

The department chair then contacts the outside reviewers to explain the process and to ask if they can serve. The letter to the outside reviewers includes the UNM promotion to full professor policy and a statement about teaching and service loads expected of an Associate Professor. The letter also includes a statement that we are asking only for an evaluation of the body of research and not an opinion on whether or not the candidate should or should not be promoted to the rank of Professor. The department chair informs the outside reviewer of the time table for the return of the reviews. That time frame is generally within the month of November. The department chair follows up with the outside reviewers to ensure that the outside letters are received during the month of November. The chair also obtains the curriculum vita of each reviewer.

During the month of November of the T6 year the department chair creates the rough draft of the departmental evaluation letter. Sections included in the letter address teaching, service, research, summaries of the outside reviewers’ comments on research, the personal characteristics of the candidate, and a summary of the departmental vote.

No later than early December tenured faculty within the department meet face-to-face to discuss the dossier of the candidate. Modifications to the departmental letter take place at that time and generally a vote for or against tenure and promotion to the rank of associate professor takes place during that meeting. Following the meeting all tenured faculty in the department carefully read the departmental letter. When all tenured faculty in the department agree on the content of the letter each person then signs on the cover page. The candidate does not sign the letter.

**Anderson School Junior Faculty Mentoring Guidelines**

**Department of Accounting**

**Junior Faculty Mentoring Plan:**

**Prior to Hire:**

* During the campus visit, prospective new faculty members will be informed of the department’s policy regarding research, teaching, and service expectations. In addition, the department chair will discuss the Faculty Handbook’s requirements and processes for mid-probationary review, promotion, and tenure.

**Prior to Mid-Probationary Review**

* New faculty members attend the UNM and Anderson orientation sessions.
* Prior to the new faculty member’s first semester, the department chair will meet with the new faculty member to discuss initial teaching assignments and service requirements. As possible, these assignments will be structured to reduce the number of different course preparations and lengthy service obligations. In addition, the department chair will discuss the academic honesty policy and academic dispute policies with the junior faculty member.
* The new faculty member will be assigned a teaching mentor. The mentor may be the coordinator for the topic area (for example, Intermediate Accounting) or have prior experience with the course. The teaching mentor will assist the new faculty member in understanding course requirements, syllabus development, and general student expectations. Both the teaching mentor and department chair will observe the junior faculty member’s teaching, at least, once per semester. Other faculty members are encouraged to observe and comment on the faculty member’s instruction.

The faculty will provide suggestions for improved instruction. If a serious deficiency is noted in teaching, the junior faculty member will be referred to additional resources for improving classroom instruction.

* New faculty members will be expected to identify a research mentor by the end of their first semester. The research mentor will, likely, be a senior faculty member in the same research area; however, junior faculty may choose other faculty members who share their research interests. The junior faculty member may have the same research and teaching mentor.
* Junior faculty are encouraged to present their work at the Anderson School, conferences, invited presentations at other schools, and invite colleagues from other schools to present at the Anderson School. The department’s tenure guidelines provide specific expectations regarding conference presentations.
* Research and teaching mentors will be given service credit for working with junior faculty.
* The department chair will clearly assess progress towards a successful mid-probationary review in the annual evaluation.

**Mid-Probationary Review to Tenure/Promotion Review**

* In consultation with the department chair, teaching, and research mentors, junior faculty successfully completing the mid-probationary review will be encouraged to broaden their teaching and service obligations.
* The department chair, teaching mentor, and other faculty members will continue to observe and comment on the junior faculty member’s instruction. The comments will include suggestions for ongoing course improvement.
* The junior faculty member will continue to work with the other faculty members to discuss content coverage and course expectations.
* Junior faculty are encouraged to continue presenting their work at the Anderson School, conferences, invited presentations at other schools, and invite colleagues from other schools to present at the Anderson School. The department’s tenure guidelines provide specific expectations regarding conference presentations.
* The department chair will clearly assess progress towards a successful tenure/promotion review in the annual evaluation. The assessment will be based on the department’s stated tenure and promotion standards.

**Department of Organizational Studies**

**Junior Faculty Mentoring Plan:**

**DOS Junior Faculty Mentoring**

Chair Jacqueline N. Hood

Junior faculty mentoring in the DOS is both formal and informal. In terms of processes for mentoring, the DOS does the following:

* Annual review from Chair with input from all senior faculty detailing strengths, weaknesses, and areas for improvement
* As a part of the above, senior faculty visit the classroom of each junior faculty member each year, then the senior faculty member meets with the junior faculty member and provides feedback
* Junior faculty are strongly encouraged to present their work at academic conferences (at least one a year) and the DOS provides up to $4,000 each in financial support to attend the conferences
* Department puts on brown bag lunches once a month in which junior (or senior) faculty can present research in progress and receive feedback from colleagues
* Informal mentoring occurs between senior and junior faculty, with joint research common within the Department.

Starting this year, we have assigned a formal mentor to each junior faculty member. Dr. Natalia Vidal was hired this year and is being mentored by the two senior faculty in her area, Dr. Shawn Berman and Dr. Harry Van Buren.

**Department of Finance, International, Technology and Entrepreneurship**

**Junior Faculty Mentoring Plan:**

The FITE Department mentors the junior faculty as follows:

1. The initial contract letter sent by the Department Chair to new assistant professors includes the following sentences (as of spring 2012): “The department's research expectation for tenure is 6 peer-reviewed journal articles with at least one in a top journal in your discipline.  Tenure with less research record is uncertain.  For a successful mid-probationary review, assistant professors are expected to demonstrate robust research and publication progress toward the tenure standard.  Excellence in teaching is also critical for a successful mid-probationary outcome as well as evaluation for tenure.  Faculty are expected to work closely with each other for consistency in pedagogical approaches and expectations of students.  Teaching evaluations include class visits by colleagues and written reviews, peer evaluations of syllabi, and student evaluations.  We encourage assistant professors to approach at least one or more tenured faculty to serve as a mentor.  Each of the tenured faculty is committed to serving in this role, and I will be happy to serve in this capacity to you if you would like.”
2. During the first month of hire, the Department Chair and other faculty have lunch with the new hire, talk about mentoring, and provide orientation and other information.
3. The Anderson School of Management (ASM) holds orientation the week prior to classes the first semester to provide orientation to WebCT, IT services, etc.
4. The new hires attend the annual ASM faculty retreat held the first month they arrive.
5. The FITE Department holds 3 department meetings each semester. In the hour prior to each of the department meetings, 2 of the faculty volunteer and present a 30-minute presentation of an academic working paper. New hires are encouraged to volunteer and present their research.
6. The Department Chair meets with the junior faculty during the first semester to encourage them to submit working papers to the leading research conferences in his or her field and discusses a suggested timeline of a minimum of 2 paper submissions to journals and conferences each of the first 3 years. The new hires are also encouraged to talk with others in the department about their research and welcome feedback. New paper ideas and co-authorship can result but co-authoring research with others at ASM is not required.
7. Faculty who teach sections of the same course are asked to work together to achieve consistency of texts, syllabi, and expectations of students. Sample syllabi are provided to new hires.
8. During the first semester, the Department Chair explains the importance of student evaluations and the process if student complaints are received.
9. The Department faculty attend a mentoring lunch each fall semester (starting 2012).
10. The Department Chair continues to mentor the new hires unless they prefer a different mentor.
11. At least 2 tenured faculty visit at least one of the new hire’s classes each semester the first year and at least once per year thereafter. They provide constructive feedback to the new hire.
12. The Department Chair provides an annual review verbally and in writing each year that includes discussion of goals accomplished and planned for the coming year in the areas of research, teaching, and service.
13. Each faculty receives $2,000 per year (as of 2012-2013) toward conferences, software, hardware, and data and can request additional department funds.
14. The Department Chair mentors junior faculty through the mid-probationary and tenure process.

**Department of Marketing, Information and Decision Sciences**

**Junior Faculty Mentoring Plan:**

The MIDS Department mentors the junior faculty as follows:

1) The initial contract letter sent by the Department Chair to new assistant professors is accompanied by the MIDS department tenure and promotion guidelines.

2) Prior to the start of the first semester the MIDS senior faculty including the department chair mentor the new assistant professor on teaching, research, and service.

3) Over the course of each semester, the Department Chair and other senior MIDS faculty meet with the new assistant professor to provide guidance and to listen to feedback on teaching, research, and service; including advice regarding: a) how to construct courses and provide course materials in ways that have been shown to be most effective and engaging for our students; b) how to achieve a steady stream of research productivity in terms of submissions to leading research conferences and journals in his/her area of expertise that meet Anderson School of Management (ASM) expectations for scholarly work; and c) appropriate avenues to demonstrate service to the department, ASM, the University as a whole, the business community, and professional service to the discipline that represent appropriate commitments in accordance with ASM's and MIDS' departmental service expectations for junior scholars.

4) The Anderson School of Management (ASM) holds orientation the week prior to classes the first semester to provide orientation to WebCT, IT services, etc.

5) The new hires attend the annual ASM faculty retreat held the first month they arrive.

6) The MIDS Department holds 3 department meetings each semester. During those meetings new hires are assisted by senior faculty in becoming integrated and productive members of the department.

7) Faculty who teach sections of the same course are asked to work together to achieve consistency of texts, syllabi, and expectations of students. Sample syllabi are provided to new hires.

8) During the first semester, the Department Chair explains the importance of student evaluations and the process if student complaints are received. The Department Chair will work with the junior faculty member on ways to improve teaching performance. 9) The Department Chair continues to mentor the new hires unless they prefer a different mentor.

10) At least 2 tenured faculty visit at least one of the new hire’s classes each semester the first year and at least once per year thereafter. They provide constructive feedback to the new hire.

11) The Department Chair provides an annual review verbally and in writing each year that includes discussion of goals accomplished and planned for the coming year in the areas of research, teaching, and service.

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