

3

UNIVERSITY OF NEW MEXICO
APPOINTMENT AND PROMOTIONAL POLICY

I. GENERAL INTRODUCTION

This statement deals with criteria for the appointment and promotion of faculty members. Ultimate decisions in these matters are made by the Regents acting on presidential recommendation. Nevertheless, although any prior appointment or promotion procedures are only advisory, such procedures have great bearing on the ultimate decision. For this reason all University personnel active in this advisory work should be familiar with the following pages.

Promotion shall be made on the basis of sound academic principles, and these principles shall also be rigorously applied to new appointments. This statement presents, first, the general qualifications for appointment or promotion to any rank and, secondly, the specific qualifications for appointment or promotion to each rank.

pp. 1 &
2

There are two elements in advancement: one of rank, one of salary. The assumption is that any promotion policy requires a salary scale commensurate with qualifications for promotion. Therefore the following statement is concerned only with criteria for appointment and for advancement in rank.

The working of any fair promotional system also requires periodic revaluation of all faculty members. Department chairmen shall annually review the performance of department members and advise the dean regarding (a) retention or dismissal of members who have not attained tenure, (b) change of rank, and (c) change of salary.

As revaluations are made, it shall be kept in mind that except in very rare cases the granting of tenure implies the possibility of promotion, at least to the next higher rank. Therefore, as soon as it is realized that a faculty member is not likely to qualify for promotion, he shall in his own interest and that of the University be released. In those unusual cases when tenure may be offered to someone not likely to be promoted, he shall be notified in writing that if he accepts he must expect to remain at the same rank indefinitely.

If a chairman should recommend dismissal, he shall immediately notify the department member in writing and give him an opportunity to present his case for retention to the dean before the latter acts on the chairman's recommendation. Similarly, when the dean, after consultation with the chairman, initiates the recommendation for dismissal, the faculty member shall have immediate notice and an opportunity to present his case to the academic vice president before a final decision is reached.

II. GENERAL QUALIFICATIONS FOR APPOINTMENT AND PROMOTION

A. COMMON ELEMENTS

Common elements to be considered in appointment or promotion, differing only in degree in all ranks, are:

1. Teaching. This element is difficult to define precisely but is commonly considered to include the teacher's knowledge of his field; his awareness of developments in his field; his skill in arousing interest and evoking responses in his students; his skill in stimulating students to think critically, to understand the interrelationship of fields of knowledge and the application of knowledge to human problems; and his skill in awakening students to realization of the social, political, economic and ethical implications of their study.
2. Personal Characteristics. This element is so broad that flexibility is imperative in its appraisal, but it almost certainly includes the person's maturity in thought and behaviour, a satisfactory degree of physical and mental health, and his specific ability to work harmoniously with people.
3. Research. This element is composed, in part, of the person's research or other creative work that indicates professional merit and interest. The results of this activity will find expression normally through accepted channels or media in the respective professional fields or in his teaching. Teaching and research are ordinarily closely related; it is difficult to comprehend how a person can teach well without having first-hand understanding of how the knowledge of his field is discovered.
4. Service. This element includes the person's general contributions to the organization and development of the University, and his services to any social agency or institution needing the specific benefits to be derived from his professional knowledge and skills.
5. Other Considerations:
 - a. Careful and prompt evaluation of student work.
 - b. Full utilization of teaching time.
 - c. Clear organization of course material.
 - d. Faithfulness, efficiency, and promptness in handling reports, committee work, and other extra-classroom duties.

B. SOURCES OF INFORMATION

Sources of information upon which judgment of these elements may be based are numerous and varied with respect to value, accessibility, and applicability. Although obtaining information and appraising it for judgment in a person's appointment or promotion is difficult, it is not impossible. These two activities should be carried on with consideration of the following sources of information, used in the most objective manner possible:

pp. 4
& 5

1. Judgments of colleagues.
2. Judgments of students, counsellors, and advisers.
3. Creative, interpretive, and critical works, reviews and reports of them, and published references to them.
4. Statements, statistical information, bibliographies, and similar materials furnished at request by the person being considered.
5. Judgments and statements of professional men in the same field but in different institutions.
6. Judgments and statements of University officials, public officials, and citizens possessing information about the person's competency and activities in their respective spheres of activity.

Direct observation of a faculty member's performance of his duties may well be included. Furthermore, it is to be expected that evaluation in certain professional fields may require the development of certain procedures that will be peculiarly appropriate for those fields only.

III. SPECIFIC QUALIFICATIONS FOR APPOINTMENT AND PROMOTION

New

In the following statements of required time in each rank, it should be emphasized that the periods stated are in each case to be considered as minimal, and not as maximal. It is recognized throughout that evidence of competence differs for various fields, to some extent, and that therefore standards of judgment cannot be rigidly uniform.

A. THE JUNIOR RANKS

p. 6
i

1. Instructor

This rank should be given to persons who have begun their advanced training or who have demonstrated scholarly or creative ability. Usually, the individual will not yet have demonstrated his ability to do both teaching and research independently.

An instructor must have knowledge of his particular course materials and should have some intellectual vision; but he need not be expected to have acquired as yet a significant understanding and original point of view or philosophy of the general subject.

p. 6
II 1

2. Assistant Professor

a. To be considered for this rank, a person must have demonstrated his ability as a teacher, and have attained a considerable measure of maturity in the teaching field. It is strongly believed that a living relationship exists between teaching and research, and that a good teacher must constantly remold the materials of his courses in the light of new knowledge derived from his own creative scholarship as well as that of others.

p. 6
II
2 a

b. An instructor should expect to serve for at least three years before being considered for promotion to the rank of assistant professor. An assistant professor may be expected to have a thorough command of the subject matter of some segment of the general field of his discipline, in addition to a comprehension of the whole.

pp. 6
thru 9

c. In addition to such general considerations as stated above, specific degree requirements for advancement or promotion to the assistant professor rank, and, of course, applicable to the senior ranks as well, follow:

(Covered
from this
point
through
College
of Pharm-
acy on
p. 6)

The College of Arts and Sciences:

The degree of Doctor of Philosophy or Doctor of Science shall normally be required.

The College of Business Administration:

Each of the following is considered evidence of professional attainment and competence:

The degree of Doctor of Philosophy, Doctor of Commercial Science, or Doctor of Business Administration.

The degree of Doctor of Education, with a major in commercial work, in addition to the degree of Master of Business Administration.

A professional degree or certificate (e.g., Certified Public Accountant, Bachelor of Laws, or Certified Life Underwriter) plus the degree of Master of Business Administration, especially in those cases where the professional degree is applicable directly to the principal field to be taught.

The degree of Master of Business Administration plus a substantial amount of experience at the executive level.

A Bachelor's degree and such combination of qualifications--experience, professional interests, productivity, and research--as is essential for the successful conduct of the work of a high-grade school of business.

The College of Education:

The degree of Doctor of Education or Doctor of Philosophy is considered evidence of professional attainment and competence.

The College of Engineering:

Each of the following is considered evidence of professional attainment and competence.

The degree of Doctor of Philosophy, Doctor of Science, or Doctor of Engineering.

The degree of Master of Science, Master of Engineering, or Master of Architecture, plus registration as Professional Engineer or Architect.

The degree of Bachelor of Science in Engineering, Bachelor of Engineering, or Bachelor of Architecture, and such combination of qualifications as experience, professional interests, productivity, and such research as is essential for successful conduct of the work in an accredited engineering school.

NOTE: Usually the work of an engineer incorporates either design, development, construction, supervision, or research. The results of the above work may take the form of reports, designs, and specifications, as well as of publications or lectures bearing on engineering research. Again, the work of an engineer may consist of service as an expert witness or adviser for a client. Reports, designs, and specifications, or data for commissions are usually of a confidential nature and are seldom published.

The College of Fine Arts:

In the fields of art history and music history -- the degree of Doctor of Philosophy or the equivalent in scholarly qualities and attainments.

In the creative and interpretive fields -- that a faculty member's contributions are recognized by professionals in his field to be of high quality and indicative of growth. This implies a sufficient amount of professional training or experience to qualify the member for personal creative or interpretive activity of the same caliber and frequency as that expected from scholars of this rank in any field.

The College of Law:

Each of the following is considered evidence of professional attainment and competence:

The degree of Doctor of the Science of Law.

The degree of Master of Laws from an accredited school based upon at least seven years of collegiate study including a thesis. This may be a professional rather than a research degree if some evidence of research ability is required.

The degree of Bachelor of Arts, or its equivalent, and the degree of Bachelor of Laws from an accredited school based upon at least six years of collegiate study, with a position at or near the top of the class, with demonstrated productive scholarship, preferably with professional experience.

A Bachelor's or higher degree plus demonstrated and professionally recognized outstanding scholarly ability.

The College of Nursing:

The following is considered evidence of professional attainment and competence:

The Master's degree in nursing, public health, or a social science, with service experience in both hospitals and public health agencies and teaching experience in schools of nursing, hospitals, or public health agencies.

The College of Pharmacy:

The degree of Doctor of Philosophy or Doctor of Science shall normally be required.

B. THE SENIOR RANKS

p. 9
III

Appointment or promotion to either senior rank should represent an implicit prediction on the part of the department, college, and the University that the individual so promoted will make, during the remainder of his life, sound contributions to teaching and learning. It should be made only after careful investigation of the candidate's promise in scholarship, in teaching, and in leadership and learning. By this statement it is meant that serious attention must be given to the caliber of the candidate's intellectual and moral stature, for this will probably be the key factor in determining the extent to which his past performance in teaching and creative work may be expected to carry on through continuing contributions. Services rendered to communities and agencies or organizations in his professional capacity shall be considered in assessing qualifications for advancement to senior ranks.

For degree requirements, see preceding section.

1. Associate Professor

p. 10
IV 1

a. An associate professor occupies a position adjunct to that of the professor. He is one whose views contribute to departmental policy. It must be assumed that he has competence and mature outlook over a fairly large part of the whole field.

p. 10 b. An assistant professor should expect to serve for at least
IV 2 four years before being considered for promotion to the rank of
 associate professor.

p. 10 c. A candidate for an associate professorship should offer evi-
IV dence that his teaching has kept abreast of the times in method and
3 & 4 subject matter; that a greater degree of maturity has been attained;
 and that there has been a retention of interest in good, competent
 teaching. Furthermore, he must have shown evidence of productivity,
 competent scholarship beyond that completed for the degree of Doctor of
 Philosophy, or its equivalent. In other words, this condition implies
 post-doctoral (or its equivalent) research or production which indicates
 increasing merit and sustained scholarly interest in the profession.
 These contributions will normally find expression through accepted
 channels in the respective fields.

2. Professor

p. 11 Appointment of individuals to full professorships is obviously
V the most critical step in determining for the future the academic caliber
 of the University. There should, therefore, be clear understanding of
 the functions and qualifications of individuals of this rank.

p. 11 a. A full professor should exhibit a substantial command of his
V whole field and a well-marked, sound, and significant scholarly view of
 his own. In other words, he has something to "profess;" to present as
 his mature and considered view of the field as a whole. Further, his
 views should manifest a deep understanding of the general purposes of
 the University and he should be capable of relating his own immediate
 field to its larger purposes.

 b. An associate professor should expect to serve for at least five
 years before being considered for promotion to the rank of professor.

p. 11 c. To be considered for this promotion, faculty members are
V 1 expected to have made mature contributions to learning as a result of
 research or creative work through accepted channels in their respective
 fields. The method and the means of achieving mature contributions to
 learning, it is recognized, vary in the several fields. Normally,
 publication in recognized media is the expected evidence of fruitful
 scholarship, for publication is usually the most effective means of
 disseminating knowledge. Distinguished contributions to the intellec-
 tual and esthetic life, however, are made in other ways. To judge an
 individual's contribution solely in terms of publication, or to fail
 to recognize distinction in scholarship or creativity, however it may
 manifest itself, is contrary to the intent of this statement.

p. 12 d. Professors are expected to have demonstrated their teaching
V 2 capacities in the lower ranks. Further, they must be able to conduct
 courses for students at all levels and direct research or creative work.
 They are, however, expected to be more than good teachers; they are
 expected to assume some degree of leadership in the field of imparting
 knowledge, even beyond the confines of their own campus or state. Leader-

ship in teaching is not the same as good teaching, not even very good teaching. Leadership in this connection may be provided chiefly in two ways: (1) by stimulating and training those students who plan to become teachers in the respective fields; (2) by making available to those already in teaching field better methods of presenting materials in teaching or by providing improved teaching materials.

p. 12
V 3

e. Full professors may reasonably be charged with the responsibility of contributing to the progress of the University through the committee system. Although it is recognized that participation in committee work is a right and duty of individuals of all ranks, full professors are expected to assume leadership in the committee work of the institution.

p. 12
V 4

f. Full professors also have the right and duty to assist the department chairman in the formulation of departmental policies and in the selection of new personnel.